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UNION

READER

No. 2.

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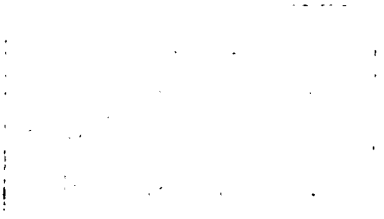

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SANDERS' UNION SERIES.

SANDERS'

UNION READER.

NUMBER TWO.

FOR PRIMARY SCHOOLS AND FAMILIES.

By CHARLES W. SANDERS, A.M.,

AUTHOR OF "SPELLING BOOK," "SERIES OF SCHOOL READERS," "ANALYSIS OF ENGLISH WORDS," "CHARTS," "ROBIN REDBREAST," ETC.

IVISON, BLAKEMAN, TAYLOR & CO.,
NEW YORK AND CHICAGO.
1875.

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PREFACE.

THE present work, SANDERS' UNION READER, NUMBER TWO, continues carefully, and on the *same plan*, the course of reading commenced in volume NUMBER ONE, of the Union Series.

Besides the arrangement of the more Difficult Words, as exercises in Spelling and Definition, to precede, in each case, the attempt at reading, Tables of the Elementary Sounds of the Letters have been given, in the fore part of the book, by the aid of which the pupil may be early trained in the niceties of a clear and correct enunciation.

The Pauses and other Marks, found in written or printed discourse, are also explained with suitable brevity and simplicity, while, throughout the volume, will be found not a few attractive pictorial illustrations.

Most of the Reading Lessons have been written expressly for this work, and in them, we hope will be found such variety of style and diversity of subject, such valuable instruction and high moral tone, as can not fail to make them truly efficient in the work of juvenile education.

Entered, according to Act of Congress, in the year 1861, by
CHARLES W. SANDERS,
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EXERCISE I.

ELEMENTARY VOWEL SOUNDS.

TONICS.

ā	as in	ape,	fate,	lane,	made.
ä	"	far,	are,	lark,	farm.
a	"	all,	salt,	horn,	corn.
ă	"	at,	man,	have,	cash.
â	"	care,	hair,	bear,	there.
ạ	"	ask,	pant,	lance,	grass.
ē	"	eve,	cede,	here,	these.
ĕ	"	end,	men,	next,	went.
ẽ	"	her,	err,	nerve,	verse.
ī	"	ice,	mine,	wise,	tire.
ĭ	"	it,	pin,	give,	sing.
ō	"	old,	tone,	note,	yoke.
ö	"	do,	who,	prove,	food.
ŏ	"	ox,	hot,	doll,	shop.
ū	"	tune,	cube,	dupe,	huge.
ŭ	"	up,	bud,	hut,	hunt.
û	"	urge,	burn,	fur,	turf.
u	"	pull,	put,	bush,	puss.
oi	"	oil,	boil,	boy,	toy.
ou	"	out,	loud,	cow,	bow.

EXERCISE II.

SUB-TONIC SOUNDS.

b	as in	*b*at,	*b*ale,	*b*old,	bar*b*.
d	"	*d*un,	*d*id,	*d*ate,	*d*ome.
g	"	*g*un,	*g*ig,	*g*ate,	*g*et.
j	"	*j*et,	*j*am,	*j*oin,	*j*ust.
l	"	*l*et,	*l*ate,	*l*int,	*l*ure.
m	"	*m*an,	*m*ite,	*m*old,	*m*ust.
n	"	*n*ot,	*n*et,	*n*ine,	*n*ame.
r	"	*r*un,	*r*ace,	*r*ent,	*r*are.
v	"	*v*ent,	*v*ast,	*v*ine,	hi*v*e.

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w	as in	*w*ent,	*w*as,	*w*ine,	*w*ish.
y	"	*y*es,	*y*arn,	*y*ear,	*y*ield.
z	"	*z*eal,	*z*est,	*z*one,	ma*z*e.
zh	"	a*z*ure,	glazier,	trea*s*ure,	sei*z*ure.
ng	"	si*ng*,	ra*ng*,	wi*ng*,	bu*ng*.
th	"	*th*ey,	*th*at,	*th*en,	wi*th*.

EXERCISE III.

A-TONIC SOUNDS.

f	as in	*f*it,	*f*ife,	*f*ile,	li*f*e.
h	"	*h*at,	*h*im,	*h*old,	*h*um.
k	"	*k*id,	*k*en,	*k*iss,	*k*eep.
p	"	*p*it,	*p*an,	*p*ump,	*p*ipe.
s	"	*s*in,	*s*ane,	*s*ome,	*s*ense.
t	"	*t*op,	*t*ame,	*t*une,	*t*ent.
ch	"	*ch*at,	*ch*ime,	*ch*ore,	*ch*urch.
sh	"	*sh*un,	*sh*ade,	*sh*in,	*sh*ell.
th	"	*th*in,	*th*ank,	leng*th*,	you*th*.
wh	"	*wh*en,	*wh*at,	*wh*ine,	*wh*ale.

EXERCISE IV.

COMBINATIONS OF CONSONANT SOUNDS.

*bl*and	*bl*anch	*ch*urn	*cr*abs	*cr*adle
*dr*ifts	se*ed*s	*br*eadth	*fl*ash	*qu*affs
*sh*afts	*gl*eam	*gr*ieve	bu*lb*	so*ld*
ho*ld*s	*sh*elf	bu*lg*e	mi*lk*	he*lm*
fi*lm*s	he*lp*s	pu*ls*e	fau*lt*s	va*lv*es
fi*lch*	wea*lth*	ny*mph*	bu*mp*s	*th*umbs
we*nch*	ba*nd*s	ri*ng*	ra*ng*e	ba*nk*s
ce*nt*s	ta*sk*s	*pl*ume	*pr*ince	bar*b*
or*b*s	bar*d*	sur*f*	sur*g*e	dar*k*
ma*rk*s	*sn*arl	hur*l*s	wa*rm*	a*rm*s
cor*ps*e	hor*s*e	fir*st*	da*rt*s	ca*rv*e

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EXERCISE V.

EXPLANATION OF THE PAUSES.

.

The ***Period*** is the longest pause — a full stop. It marks the end of a sentence, and shows the sense complete; as, The sky is blue`. Pause the time of counting *six*, and let the voice fall.

?

The ***Interrogation*** is used at the end of a question; as, Is the sky blue´? If the question can be answered by *yes* or *no*, the voice rises; if not, it falls; as, Where is your map`? Pause the time of counting *six*.

!

The ***Exclamation*** denotes wonder, surprise, pain, or joy; as, Oh´! what a sweet rose`! Pause the time of counting *one*, after a single word, and let the voice rise; but after a complete sentence, pause the time of counting *six*, and let the voice fall.

:

The ***Colon*** is a pause shorter than the Period; as, The sky is clear`: the sun shines. Pause the time of counting *four*, and let the voice fall.

;

The ***Semicolon*** is a pause shorter than the Colon; as, The rose is fair`; but it soon fades. Pause the time of counting *two*, and let the voice fall. Sometimes the voice should rise, as the sense may require.

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,

The ***Comma*** is the shortest pause; as, Jane goes to school', and learns to read. Pause the time of counting *one*, and keep the voice up

—

The ***Dash*** denotes a sudden pause or change of subject; as, I saw him — but what a sight! When the dash is used after any *other* pause, the time of that pause is doubled.

EXERCISE VI.

EXPLANATION OF OTHER MARKS.

,

The ***Apostrophe*** has the form of the comma. It denotes the possessive case; as, John's book; also, that one or more letters have been left out of a word; as, lov'd for loved.

" "

The ***Quotation*** includes a passage that is taken from some other author or speaker; as, John said, "See my kite."

( )

The ***Parenthesis*** includes words not properly a part of the main sentence; as, I like these people (who would not?) very much. The words within the parenthesis should be read in a lower tone of voice.

[ ]

The ***Brackets*** inclose words that serve to explain the preceding word or sentence; as, James [the truthful boy] went home.

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∧

The ***Caret*** shows where words are to be put in, that have been omitted by mistake; as, Live $\overset{\text{in}}{\wedge}$ peace.

¨

The ***Diæresis*** is placed over the latter of two vowels, to show that they belong to two distinct syllables; as, aërial.

-

The ***Hyphen*** is used to connect compound words; as, Well-doing; or the parts of a word separated at the end of a line.

☞

The ***Index*** points to something special or remarkable; as, ☞ Important News!

**** . . . . or ——

The ***Ellipsis*** shows that certain words or letters have been purposely omitted; as, K***g, k . . . g, or k——g, for king.

¶

The ***Paragraph*** denotes the beginning of a new subject. It is used chiefly in the Bible; as, ¶ The same day came to him, etc.

§

The ***Section*** is used to divide a book or chapter into parts; as, § 45.

* † ‡

The ***Asterisk,*** the ***Obelisk,*** the ***Double Dagger,*** and sometimes other marks,* refer to notes in the margin.

* For instance: the Section mark, §, and the Parallel, ‖

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EXERCISE VII.

APPLICATION OF THE MARKS USED IN WRITING.

LINE

My Young Friend,′ never tell a falsehood‵; but always speak the truth‵; this is pleasing to your Maker.

Do you read his holy word—the Bible′? Oh! remember, that He has there said: "He that speaketh lies, shall not escape: he shall perish." * Remember, too, that the All-seeing God knows all that we say or do.

¶ Tho' wisdom's voice is seldom hĕard in k——g's palaces,—there have been *wise* kings (*e. g.* Solomon,) who were lov'd and obey'd by their subjects.†

Here, [*i. e.* in the U. S.,] we can not boast of our kings, princes, lords, &c.; yet we have had a PRESIDENT, who, in true greatness, surpass′ed them all; viz., the great WASHINGTON.——☞ Washington fēared and honored God.

§ Section, ‡ Double Dagger, and ‖ Parallel, are also used for reference to the margin.

* Proverbs xix, 5 and 9. † 1 Kings.

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SANDERS'

UNION READER.

NUMBER TWO.

LESSON I.

LES'SON, what is to be learned.
SCHOL'AR, pupil; learner.
TEACH'ER, tutor; instructor.
THROUGH, to the end.
MEAN, signify.
STUD'Y, apply the mind.
HARD'ER, more difficult.
PAUS'ES, stops; rests.

THE GOOD SCHOLARS.

Emma. Teacher, may Charles and I each have a new book'? We have read this book through three times.

Teacher. Do you think you can spell all the words in that book', and tell me what they mean'?

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Emma. I think we can *spell* them all right; but I do not know that we can tell what they all *mean.*

Teacher. Well, Emma, you may spell *guilt,* and tell me what it means.

Emma. G-u-i-l-t,—guilt, *crime.*

Teacher. Charles, you may spell *neat.*

Charles. N-e-a-t,—neat, *clean.*

Teacher. Very well. Emma, you may spell *catch.*

Emma. C-a-t-c-h,—catch, *to seize.*

Teacher. Charles, you may spell *climb.*

Charles. C-l-i-m-b,—climb, *to mount.*

Teacher. Very well done. You shall each have a new book. But you will have to study; for you will find some harder words in this book.

Emma. Thank you, kind teacher; we will try to spell them all, and tell what they mean, when we get through this book.

Teacher. Yes; but you will have to learn the sounds of the letters, and the use of the marks and pauses.

Charles. Emma, I think we can learn them, too, if we study hard.

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LESSON II.

SEEK, search.
CAUGHT, seized.
START'ED, set out.
BE GAN', commenced.
QUAR'REL, fight; dispute.
WISH'ED, desired.
STRUG'GLE, contest; strife.
BLAME, find fault with.
DIS PUTE', contest in words.
SOR'RY, grieved.
CRU'EL, unfeeling.
WICK'ED, sinful.

THE BOYS AND THE BIRD'S NEST.

1. Two boys, who were brothers, went into the woods, one day, to seek for a bird's nest.

2. After looking for some time, they found one on a low branch of a tree, with the bird on the nest.

3. One boy crept up behind the tree,

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and caught the bird before it could fly from the nest.

4. The other boy took the nest, which had four blue eggs in it, and they both started for home

5. While they were going home, the boys began to quarrel about the bird; for they both wished to have it.

6. During the struggle, the bird flew away, and they trod on the nest, and broke the eggs.

7. The boys then began to dispute, and blame each other for the loss of the bird, and the nest of eggs.

8. Their mother asked them to tell her what they had been doing, and what was the cause of their dispute.

9. The boys then told her what they had done, and how they had lost the bird and the nest of eggs, by getting into a quarrel.

10. Their mother said, "My sons, I am sorry you have been so cruel and wicked. It is cruel to rob the birds of their nests, and it is wicked for brothers to quarrel."

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LESSON III.

FEED′ ING, giving food to.
LIT′ TLE, small; not large.
EX CEPT′, leaving out.
KIND′ LY, gently.
BE GINS′, commences.
ROUGH, harsh; not smooth.
SPRIGHT′ LY, brisk; lively.
A WAKE′, not asleep.
PIEC′ ES, bits; parts.
ROLL′ ED, tumbled.
PULL′ ED, drew.
STITCH′ ES, links of yarn.
E NOUGH′, sufficiently.
FIERCE, ferocious.
NIB′ BLING, gnawing.
SCRATCH′ ING, tearing with the nails.
AN″ GRY, furious.
READ′ Y, prepared.

SARAH FEEDING THE KITTENS.

1. SARAH has a cat which has four little kittens. One is white, and the other three are gray and white.

2. Sarah has put some milk in a

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dish, and now she sits and looks at them, while they lap it up.

3. I have a little kitten too. Its color is a dark gray, except the tip of its nose and one paw, which are white.

4. When you take it up kindly, it begins to pur, and lick your hand with its rough tongue.

5. If you hold it still for a while, and gently pass your hand over its back, it will fold its paws, curl itself up, and go to sleep.

6. It is a sprightly little kitten, when it is awake, and will play with pieces of paper, or any thing it finds on the floor.

7. One day, it got into my work-basket, rolled the ball of yarn and spools of thread out on the floor, and then pulled the needles and stitches out of my work.

8. If you tie a string to a ball of yarn, and then roll it around on the floor, the kitten will chase after it, as though it were a mouse.

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9. It is not old enough to catch mice; but it will prick up its ears, and look very fierce, when it hears a sound, like nibbling or scratching.

10. If a dog comes into the room, it will crook up its back, and raise up its hair, as though it were very angry, and getting ready to fight.

LESSON IV.

Near, close by.
Liv'ed, resided.
Peep, look slyly.
Call'ed, named.
A gain', another time.
Noth'ing, not any thing.
Brok'en, crushed.
Died, expired.
A round', about.
Burst, broke forth.
Ru'in ed, destroyed.
Bet'ter, more excellent
Tak'en, received.
A way', off.
De cay', perish.
Spir'it, soul.
Par'a dise, garden of Eden; Heaven.

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MARY AND HER BIRD'S NEST.

1. A BIRD came and built her nest in a bush, near the house where little Mary lived.

2. Mary would go and peep into the nest, to look at the little blue eggs; and she called it *her* bird's nest.

3. One day, her mother said, "Mary, you must not go and look at the bird's nest again in three weeks."

4. Mary was a good girl, and did as she was told: she did not go near the nest.

5. After three weeks' time, her mother said, "Now, Mary, you may go and look at your bird's nest."

6. Mary ran out to the bush; but she saw nothing but broken shells all around the nest.

7. She burst into tears, ran into the house, and said, "O mother, my little blue eggs are all ruined!"

8. "Oh no, my child," said her mother; "the better part has taken wings, and flown away!

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9. "When you went with me to see the little child who died, last week, you thought it was ruined.

10. "The body of the little child, like the broken egg-shells, will decay; but the spirit, the better part, has taken wings and flown away—A BIRD OF PARADISE."

LESSON V.

STO'RY, tale.
A BOUT', relating to.
MAS'TER, owner.
GEN'TLE, mild; meek.
WATCH, keep guard.
AL LOW', permit.
GAR'DEN, rich spot of ground to raise fruit, flowers, etc.
AL'WAYS, ever.
EN TIRE', whole; complete.
CHARGE, care; trust.
BEL'LOW, make a low, hollow noise.
SEIZ'ED, caught; grasped.
LUCK'Y, fortunate.
LIKE'LY, probably.
COL'LAR, neck-band.
RE WARD', recompense.
FAITH'FUL, trusty.

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ALBERT AND HIS DOG CARLO.

1. I WILL now tell you a story about Carlo, and Albert, his little master.

2. Carlo was a large, strong dog; and yet he was so gentle, that he would let Albert jump upon his back and ride.

3. He was a good dog to watch round the house; for he would not allow the pigs and hens to go into the garden.

4. When Albert and Ellen went out into the fields, Carlo would always go with them, as though he had the entire charge of them.

5. One day, as Albert and Ellen were going through the lot, a cross bull began to bellow, and run at them.

6. Albert said, "*Carlo, seize him!*" Carlo sprang at the bull, seized him by the nose, and held him fast.

7. Albert and Ellen ran out of the lot, and then Carlo let the bull go. He was glad to get away.

8. They ran to the house, and told their father what Carlo had done.

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9. The father said, "It was lucky that Carlo went with you; for, if he had not been there, most likely you would have been killed."

10. "Was he not a good dog, then?" said Albert and Ellen both at the same time.

11. "Yes," said their father; "and I will buy a brass collar, and you may put it round his neck, as a reward for his faithful care over you."

LESSON VI.

I'DLE, indolent; lazy.
USE'FUL, profitable.
BUS'Y, diligent.
SUM'MER, warm season.
GATH'ER, collect.
A-MONG', amidst.
FLOW'ERS, blossoms.
WIN'TER, cold season.
LACK, want; need.
CAR'RY, convey.
SAFE'LY, securely.
HON'EY-COMB, cells for honey.
AL'SO, likewise.
WORK'ING, laboring.
A-GAINST', in provision for.
EX-CUSE', apology.
SERV'ICE, use; benefit.
FU'TURE, that is to come.

THE BUSY BEES.

1. ALL idle boys and girls should learn a useful lesson from the busy bees.

2. In summer, as soon as the sun

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is risen, they go out to gather honey among the flowers.

3. They do not waste the long, sunny hours of summer; but they lay up a store of food in their hives for winter.

4. When winter comes, they have no lack of food, though there are no flowers to give them honey.

5. They have a long bill, like a tube, which they put into the cup of the flower, to draw out the honey.

6. If you go near them in the flower-garden, you will see how they gather the sweet food.

7. When they get all they can carry, they fly to the hive, and store it away safely in the cells of the honey-comb.

8. In every hive, there is one large bee which is called the queen. There are, also, some idle bees that do not work: these are called drones.

9. The working bees do not allow the drones to live. They sting them to death, and then drag them out of the hive.

10. Do not be idle, like the lazy

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drones; but be like the busy bee, that lays up a store of food against the time of need.

11. There is no excuse for being idle. Boys and girls can always find something to do, that will be of service to them at some future time.

LESSON VII.

TEND′ ED, took care of.
COL′ ORS, tints; hues.
FRA′ GRANCE, odor.
PLEAS′ URE, delight.
PRET′ TY, handsome.
BOUGHT, purchased.
FILL′ ED, supplied.
MOLD, earth.
BULB, round root.
NEV′ ER, at no time.
EV′ ER, at any time.
PRO DUCE′, bear; bring forth.
SPROUT, shoot of a plant.
SPRINK′ LE, scatter.
CLAP′ PED, struck together.
BLOOM′ ING, blossoming.
CON′ DUCT, behavior.
AF FORDS′, gives; yields.

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THE BULB AND THE FLOWERS.

1. Little Flora was very fond of flowers, and she had many kinds in her garden, which she tended with great care.

2. Their bright colors and sweet fragrance gave her much pleasure; but it made her feel sad when the frost came, and killed her pretty flowers.

3. Her father bought a large vase, filled it with fine, soft mold, and gave her a bulb to plant in it.

4. Flora had never seen flowers grow in a vase, and she did not think the bulb would ever produce flowers.

5. After a few days, the bulb began to swell in the vase, and a little green sprout was seen coming up.

6. "Oh! I shall be *so* glad," said Flora, "if the bulb bears flowers; for then I can take the vase into the house, and keep them all winter."

7. One day, as she went out to sprinkle water on the plant, she saw five little red buds among the leaves.

8. Flora clapped her hands, ran into

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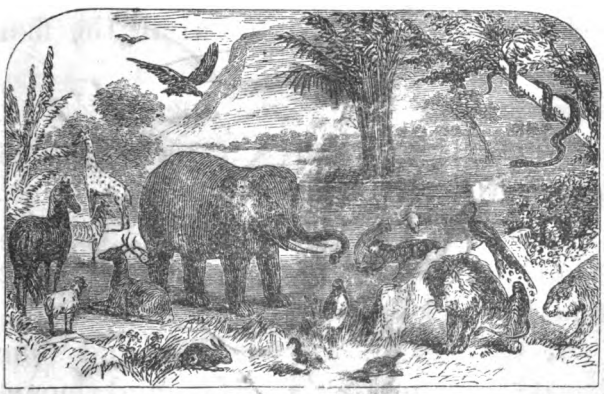
the house, and said, "O father! come and see my plant; the buds are all blooming out!"

9. Her father said, "The plant shows the care you have taken of it; and your good conduct affords me as much pleasure as the flowers do you."

10. "Thank you, kind father," said Flora; "if my conduct affords *you* as much pleasure as the flowers do *me*, you *must* be happy."



LESSON VIII.

WISE, having wisdom.
WORLD, earth.
LIVE, exist; have a being.
BE'ING, existence.
CLOTHES, garments.
GUARDS, protects.
HARM, injury.
THOUGHT, imagined.
ACTS, deeds; actions.
JUST, upright; honest.
PURE, free from guilt; holy.
HAP'PY, blessed.

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GOD MADE ALL THINGS.

1. GOD is the LORD. He is great, and wise, and good. He made us. He made all things.

2. He made the world. He made the sun, and the moon, and the stars.

3. He made the land, and the sea, and the sky, and all things which are in them.

4. He made all the trees and plants that grow out of the earth, all the men and beasts that live on the land, all the birds that fly in the air, and all the fish that swim in the sea.

5. GOD is good, and does good at all times. He takes care of all things which He has made.

6. If He did not take care of them, and feed them, they would soon die and turn to dust.

7. GOD gave us our life and our breath. "In Him we live, and move, and have our being."*

8. He gives us the bread we eat, and the clothes we wear. He guards

* Acts, 17th chapter, 28th verse.

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us from harm all the day, and keeps us safe while we sleep in the night.

9. Though we can not see the wind, yet it blows all around us: so GOD is with us at all times, though we see Him not.

10. There is no place where we can hide from GOD. If we had wings to fly to the ends of the earth, He would be there, and know all we thought or said.

11. O, let us try, at all times, to do right! Let us speak no bad words, and do no bad acts.

12. Let us be kind, and just, and pure, and good; and then GOD will bless us, and we shall be happy.

LESSON IX.

RAB'BIT, small animal.
VER'Y, exceedingly.
TIM'ID, fearful.
BUR'ROW, a hole in the earth for animals.
TEN'DER, soft.
PARS'LEY, plant used in cookery.
SOME'TIMES, at times.
TWIGS, small shoots of trees.
SLEN'DER, thin; not thick.
BOUND, leap; spring.
SEL'DOM, rarely; not often.
HUNT'ED, sought for.
REA'SON, cause.
DE'PENDS', relies.
SAFE'TY, security.
RAIS'ES, rears; lifts up.
BUSH'ES, shrubs with branches.
PO'ET, writer of poetry.

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THE RABBIT.

1. The rabbit is a very shy and timid creature.

2. In the day time, it lies in its burrow; but as soon as the night sets in, it comes out, and hops around to seek for food.

3. Rabbits feed on tender herbs and plants. They are very fond of sweet apples, cabbage, turnips, clover, and green corn.

4. Sometimes they will creep into the garden, and nip the pinks and parsley.

5. In the winter, when there are no

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green herbs to be found, they feed on buds, twigs, shrubs, and the bark of young trees.

6. Rabbits have large, round eyes, long ears, and long, slender legs.

7. Their hind legs are much longer than their fore legs. For this reason, they can leap very far, at a bound.

8. Rabbits are very spry; and they can run so fast, that even a fox or a dog can seldom catch them.

9. They are sometimes hunted for their flesh, which is thought, by many, to be very good food.

10. The rabbit can not bite, like the dog, nor scratch, like the cat; and, for this reason, it is very timid.

11. It depends on its long legs for safety; for when it hears the least noise, it starts up, raises its long ears, and bounds away into the bushes, where it can not be found.

12. Cowper, the great poet, kept two tame rabbits, which he used to play with, as a boy does with his pets.

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LESSON X.

GREED'Y, gluttonous.
OFT'EN, frequently.
SWEET'MEATS, fruits preserved with sugar.
UN RIPE', not ripe.
O BEY', heed; mind.
BE CAME', came to be.
WITH OUT', unless; except.
ILL, sick; diseased.
BEAR, endure.
AS SIST', aid; help.
QUITE, completely; entirely.
CARE'FUL, cautious.
HEALTH'Y, hale; well.
LOV'ED, esteemed.
PAR'ENTS, father and mother.

THE GREEDY GIRL.

1. ALICE was eight years old. She was large for her age, and was very fond of play. She could run and jump for hours at a time.

2. She was well and strong, and she might have been so for a long time, if she had been good, and had done as she was told.

3. But she was fond of cakes, pies, and sweetmeats, and would eat too much, when she could get them; and she would often eat fruit that was not ripe.

4. Her mother had told her she must not eat unripe fruit; for, if she did, it would make her sick. But Alice did not obey her mother.

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5. One day, she became very ill, and had to be kept, for two or three weeks, in a dark room.

6. She had such a pain in her head, that she could not bear the light. She could not bear to hear the children play, or even the little birds sing.

7. When she began to get better, she was so weak that she could not stand nor walk, without some one to assist her.

8. She could not run, nor jump, nor play, for a long time. She could not go into the fields, with the good boys and girls, nor eat the ripe fruit.

9. But while she was ill, and could not sleep at night, she thought a great deal of her past conduct.

10. She found that those who told her not to eat too much, were her best friends, and that she had done wrong not to obey them.

11. When Alice became quite well again, she was careful of what she ate, and tried to do as she was told.

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12. She grew to be a strong, healthy girl, and was loved by her parents, and all who knew her.

LESSON XI.

CARV'ING, cutting.
TRY'ING, attempting.
JACK'-KNIFE, large pocket-knife.
RID, free; clear.
PEO'PLE, persons.
NO'BLE, honorable.
RE SPECT', esteem; honor.
DO'ING, performing.
AC QUIRE', gain; obtain.
SE CURE', make sure.
ES TEEM', regard.
CHOS'EN, preferred.

FRANK CARVING HIS NAME ON A TREE.

Pupil. What is that boy trying to do with his jack-knife?

Teacher. He is trying to carve out the letters of his name on that large tree.

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Pupil. Does he think to get rid of his name by carving it on a tree′?

Teacher. No‘; the boy's name is Frank, and he is trying to make the letters of his name — F R A N K.

Pupil. I think he must be a smart boy, to make such nice letters on the bark of a tree.

Teacher. He is; and, if he is a good boy, and tries to learn, his name may yet be known all over the world.

Pupil. Will his name be read on that tree, by more people, than it would be if it were printed in a book′?

Teacher. No‘; but, if he is a good boy, he will make a good man; and, if he does great and noble deeds, every one will love and respect him.

Pupil. I think I will try to get a good name, by doing *good* and *noble* deeds.

Teacher. That is the true way to acquire a *good name*, and to secure the love and esteem of all good men. "A good name is rather to be chosen than great riches."

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LESSON XII.

DAR'LING, dearly beloved.
SMIL'ING, joyous.
SPEAK, talk.
KNOW, understand.
A MUSE', please.
NAUGHT'Y, bad.

PLEASE, gratify
RAT'TLE, child's toy.
LIST'EN, hearken.
MER'RY, cheerful
TIR'ED, wearied.
TOYS, playthings.

MY DARLING BROTHER.

1. LITTLE brother, darling boy,
You are very dear to me;
I am happy—full of joy,
When your smiling face I see.

2. How I wish that you could speak,
And could know the words I say!

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Pretty stories I would seek,
To amuse you every day,—

3. All about the honey-bees,
Flying past us in the sun;
Birds that sing among the trees,
Lambs that in the meadows run.

4. I'll be very kind to you,
Never strike nor make you cry,
As some naughty children do;
But to please you I will try.

5. Shake your rattle,—here it is,—
Listen to its merry noise;
And, when you are tired of this,
I will bring you other toys.

LESSON XIII.

CHEER'FUL, joyful.
LIVE'LY, brisk; active.
AR RANGE', set in order.
TEAS'ES, vexes. [play.
PLAY'MATES, companions in
MIS TAKE', error.
COM'FORT, console.
WISH'ES, desires.
SUL'LEN, sulky; morose.
WILL'FUL, stubborn.

OF FEND', displease.
IN'JURE, hurt; harm.
RE TURN', render.
E'VIL, injury.
WILL'ING, disposed.
JOINS, unites.
BE HAVE', conduct.
MAN'NER, way.
DE SERVE', merit.
PRAISE, applause.

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THE KIND LITTLE GIRL.

1. AMY is a good girl. She is so kind and gentle, that she is loved by all who know her.

2. All the little girls are glad when she comes to see them; for she tries to make them happy.

3. Amy is cheerful and lively, and is ever ready to assist others who may need her help.

4. She can show the girls how to dress their dolls, and to arrange their little playthings.

5. She never teases any of her playmates, when they make a mistake in speaking; and, if any one is sad, she tries to comfort her.

6. If the girls begin some play, when she wishes to have some other, she is not sullen or willful; but joins in their sport.

7. If her playmates offend her, she does not try to injure them; but tries to return good for evil.

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8. When she has any thing nice given her, she is not selfish; but is willing to share it with others.

9. Amy loves every one, and tries to do good to all; and that is the reason why every one loves her.

10. If all children would act like little Amy, and do unto others as they would have others do unto them, how much more happy they would be!

11. All children like to have others speak well of them; and they should try, at all times, to behave in such a manner, as to deserve their praise.

LESSON XIV.

POULT'RY, domestic fowls.
BREAK'FAST, first meal in the day.
CACK'LING, making the noise of a hen.
GAB'BLING, making a confused noise.
GOB'BLING, making the noise of a turkey.
GATH'ER, collect.
TALK'ING, conversing.
NOIS'Y, boisterous.
EDGE, rim; verge.
AN OTH'ER, once more.
HEN'-COOP, cage for fowls.
SPREADS, extends.
CURVES, bends; crooks.
STRUTS, walks with lofty steps.
SHARE, part; portion.
PROUD'LY, haughtily.
GROUP, crowd; throng.
PER'SONS, people.

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LUCY FEEDING THE POULTRY.

1. Ah! what a lively time here is among the poultry!

2. Lucy has come out with a basket of corn on her arm to feed them.

3. When she calls, all the hens, chickens, ducks, geese, and turkeys, gather around her for their breakfast.

4. What a cackling, gabbling, and gobbling, all at the same time! It is their way of talking.

5. They are like some noisy children, — all talking at the same time.

6. How tame the pigeons are! One sits on the edge of the basket, and picks up the corn, while another sits on Lucy's shoulder.

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7. See the old rooster. He stands upon the hen-coop, and crows, while the hens and chickens are picking up the corn.

8. The turkey spreads out his tail, curves his neck, and struts about in a very proud manner.

9. He walks around and looks on, till the rest get all they want, and then he will come to get his share.

10. The peacock, too, acts very proudly. He stands on a high box, as though he felt too proud to be seen with the rest of the group.

11. He acts like many vain persons, who are proud of their fine clothes.

LESSON XV.

YOUNG, not old.
FOND, loving.
FOL'LOW, go after.
NAM'ED, gave name to.
BE CAUSE', for the reason.
AN'SWER, reply.
HUNT, seek; search
BEAU'TI FUL, very pretty.
WREATH, garland.
BLOS'SOM, flower.
DAI'SY, (*day's eye*), kind of flower.
BUT'TER CUPS, bright yellow flowers.
FRISK'ED, leaped; skipped.
PRET'TI ER, more beautiful.

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ANNA AND HER PET LAMB.

1. ANNA had a very pretty white lamb. He was given to her by her aunt, when he was quite young.

2. She took good care of the lamb, and fed him every day, with bread and milk; and she made a nice, warm bed for him to lie on at night.

3. In a few days, the lamb grew so fond of Anna, that he would follow her all around the yard, just like a little dog.

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4. Anna named her little lamb Snowball, because he was as white as snow.

5. Sometimes, when the lamb did not see her, Anna would go and hide behind the bushes, and then call out, "*Bo-peep.*"

6. Snowball would answer her by crying, "*Baa;*" and then he would run all about the yard, and hunt in the bushes, till he found her.

7. One day, Anna made a beautiful wreath of clover-blossoms, and daisies, and butter-cups, and tied it around Snowball's neck.

8. And, when Snowball frisked about, and shook his head, she thought there never was a prettier pet than he.

9. When Anna was tired of play, she would sit down on the grass, and Snowball would come and lie down by her, and lay his head on her lap.

10. Snowball was very fond of Anna; for she was kind to him. If you would have your pets love you, always treat them kindly.

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LESSON XVI.

TRIED, made an effort.
DRAW, sketch.
LEAVE, quit; depart from.
NEAR'LY, almost.
QUI'ET, still; not restless.
DISTURB', molest.
TROUB'LE, disturbance.
ER'RAND, message.
WANT'ED, needed; desired.
BROUGHT, fetched.
PRES'ENT, gift.
LOVE'LY, pleasing; charming

THE FIRST ROSE OF SPRING.

1. DARWIN had no little brothers or sisters to play with him; and his kind mother tried to amuse him in every way she could.

2. Darwin was always happy when his mother could find time to play with him.

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3. She would show him how to draw pictures, to spin his top, to roll his hoop, and to fly his kite.

4. Sometimes he would get into his little wagon, and she would draw him around the garden-walk.

5. But one day, Darwin's mother was taken quite ill, and she did not leave her room for nearly three weeks.

6. Darwin was very sorry that his mother was sick; and he tried to keep quiet and still, so as not to disturb her.

7. He tried to see how little trouble he could give to any one; and he was ready to be sent on an errand when he was wanted.

8. Darwin was very happy, when his mother began to get well. He went into the garden, and brought her a sweet, red rose, and said, "*Mother, you shall have the first rose of Spring.*"

9. His mother thanked him for the beautiful present, and told him that his good conduct gave her more pleasure than the most lovely flower.

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LESSON XVII.

SELF′ ISH, regarding one's self.
A LONG′, onward.
OR′ CHARD, assemblage of fruit-trees.
NONE, not one.
ASK′ ED, inquired of.
KIND-HEART′ ED, benevolent.
NICE, very pleasant.
LIK′ ED, was pleased with.
SHARE, divide.
AFT′ ER, later in time.
SCHOOL, place of instruction.
AUNT, sister of a parent.

THE SELFISH BOY AND THE KIND-HEARTED GIRL.

1. ONE day, as Joseph was going along the road, Mr. Preston gave him an apple, and also one to take home to his sister Nora.

2. When Joseph was going home, he ate his apple, and also the one Mr. Preston sent to his sister.

3. Next day, as Joseph and his sister were going by Mr. Preston's orchard, he asked Nora how she liked the apple he sent her.

4. "I have not had any of your apples, sir," said Nora.

5. "Joseph," said Mr. Preston, "what did you do with the apple I sent to your sister?" Joseph hung his head, and said, "I ate it myself."

6. "That was very wrong, Joseph,"

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said Mr. Preston. "I will now give your sister Nora two large apples, and you shall have none for your unkind conduct."

7. I will now tell you about a kind-hearted girl, who, if she had any thing nice given to her, would always share it with her little brothers and sisters.

8. One day, after she came home from school, her mother told her she might go and see her aunt.

9. It was a fine day in June, when the cherries were ripe; and her aunt gave her a basket full to take home.

10. She did not eat the cherries herself, as some greedy girls would have done; but she took them all home, and gave some of the largest ones to each of her brothers and sisters.

11. This is the way all children should do. They should bear in mind that their little brothers and sisters are as fond of good things as themselves; and they should always be willing to share with them.

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LESSON XVIII.

STRUCK, hit.
RAIS′ ED, lifted.
DROP′ PED, let fall.
MEANT, intended.
TAUGHT, instructed.

UN HAP′ PY, wretched.
EX PECT′, look for.
TOUCH′ ED, affected.
WEPT, shed tears.
O VER COME′, conquer.

A KISS FOR A BLOW.

1. GEORGE was nine years of age, and Kate, his sister, was seven.

2. They both went to the same school, and sat, side by side, on the same seat.

3. One day, as they were playing in the yard, George struck Kate a cruel blow on her head.

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4. Kate was angry, and raised her hand, at once, to strike him a blow in return.

5. The teacher saw her, and said: "*Kate, you had better* kiss your brother.*"

6. Kate dropped her hand, and looked up to the teacher, as though she did not know what she meant.

7. She had never been taught to return good for evil.

8. She thought that, if her brother struck her, she had a right to strike him in return.

9. Her teacher looked kindly at her, and said again: "*Kate, you had better kiss your brother.* See how fierce and angry he looks!"

10. When Kate saw how sullen and unhappy he was, she threw her arms around his neck, and kissed him.

11. George did not expect such a kind return for his cruel blow. His feelings were touched, and he burst out crying.

* In the phrase, "You had better," etc., the sense is, "It would be better for you."

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12. Kate took the corner of her apron, and wiped away his tears, and tried to comfort him by saying, "*Don't cry, George, you did not hurt me much.*"

13. But this only made him weep the more, to think that his sister should treat him so kindly, when he had been so unkind to her.

14. If Kate had struck George as he did *her*, he would not have wept as he did; but by kissing him, she made him feel sorry for his unkind and cruel conduct.

15. When others strike you, or do any thing to you, which you think is wrong, try to do as Kate did: "*give a kiss for a blow.*" In this way, you will "overcome evil with good."

LESSON XIX.

CAR'RIAGE, coach, chaise, etc.
PO'NY, small horse.
HAR'NESS, gearing; tackling.
FIT'TED, adjusted.
GUIDE, lead; direct.
MIND, heed; regard.
PA'TIENT, forbearing.
COAX'ED, persuaded.
PAT'TED, touched gently with the hand.
PLEAS'ED, liked.
STEAD'Y, stable; not fickle.
STRANGE, new; uncommon.
MOVE'MENT, manner of moving.
LEAPS, bounds.
TRAIN'ED, educated.
EAS'I LY, readily.

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FRANK RIDING IN HIS CARRIAGE.

1. FRANK'S father had a large goat, which he had brought up from a little kid.

2. Frank had a nice carriage; but he had no little pony to draw him in it.

3. His father told him he might make a harness for the goat, and teach him to draw the carriage.

4. Frank went to work, and made a collar and harness to fit the goat.

5. Then he took a long cord, and fitted it around the goat's head, so that he could guide him.

6. When the harness was first put on the goat, he began to rear up on

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his hind legs, and butt at him with his horns.

7. But Frank did not mind that; for he knew it would take some time, before he could teach the goat to draw him in his carriage.

8. Frank was very patient with the goat. He coaxed and patted him kindly; and, after a few days, he could drive him where he pleased.

9. Here we see Frank riding along the road in his carriage, and the goat drawing him, like a steady horse.

10. The two little kids act as though they did not know what to think of this strange movement.

11. One of them leaps round the old goat, and the other runs along by the side of the carriage.

12. When the kids get to be a little older, Frank will have a span of goats to draw him in his carriage.

13. But, if he is a wise boy, he will begin to teach them to draw his carriage, before they get to be too old.

14. Kids, like little children, can be trained more easily when they are young, than when they get to be older.

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LESSON XX.

FARM'ER, tiller of the land.
PAST'URE, land for grazing.
US'ED, were accustomed.
TO GETH'ER, in company.
PLUNGE, pitch; rush.
RE TURN', come back.
FIND'ING, discovering.
DE CEIVE', cheat; mislead.
SEEM'ED, appeared.
BE FORE', previously.
PRAC'TICE, do; perform.
DE CEIT', fraud.
E'VEN, so much as.
RE SULTS', consequences.
BLACK'SMITH, one who works [in iron.
BURN'ED, scorched.

JAMES AND HIS DOG DASH.

1. MR. NORTON was a farmer, and he kept a large dog, by the name of Dash, to watch his house, at night.

2. Dash was also very useful in the day-time; for he churned the cream, and went with James to drive the cows to the pasture.

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3. There was a large pond of water in the pasture, where James and Dash used to go and play together.

4. James would take a stick, and throw it into the water, as far as he could, and then tell Dash to go and fetch it.

5. Dash would plunge into the water, seize the stick in his mouth, and swim with it to the shore.

6. Sometimes James would throw a stone into the water, and then bid Dash go and fetch it.

7. Dash would again rush into the water, and look around for the stone; but would soon return without finding it.

8. But James did not deceive Dash, in this way, more than two or three times; for, when he threw a stone into the water, and told Dash to go and fetch it, the dog seemed to say, "No; you have deceived me before; and now I do not know when to believe you."

9. If boys wish to have their dogs

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obey them, they must be careful not to deceive them.

10. It is wrong to practice deceit, even in sport; for it sometimes leads to very sad results.

11. A bad boy once, in sport, told a little girl to pick up a piece of iron in a blacksmith's shop.

12. The girl did not know that the iron was hot, and it burned her hand so badly, that she lost the use of it.

LESSON XXI.

BOTH, the one and the other.
MED'DLING, touching; handling.
MA'NY, large number.
Re MEM'BER, call to mind.
PICK'ING, plucking.
COM'MAND, mandate; precept.
AP PLIES', refers.
ELSE, beside.
WHETH'ER, which of the two.
GRAV'EL-WALK, walk covered
PICK'ED, plucked. [with gravel.
LEAVE, permission.

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"THOU SHALT NOT STEAL."

Helen. Mother, may I go into Mr. Grover's garden to-day?

Mother. Why do you wish to go into Mr. Grover's garden, my child?

Helen. Because he has so many pretty flowers there, and I wish to go and look at them.

Mother. Yes, Ellen; you may go, if you will only look at the flowers, and not meddle with them.

Helen. What does *meddle* mean, mother? Does it mean *touch* or *take?*

Mother. It means both. If you *touch* a flower, you *meddle* with it; and no one can *take* a flower without *meddling* with it.

Helen. Mother, why may I not take *one* rose, or *one* small pink? Mr. Grover has a great many flowers, and I am sure he will not miss one or two.

Mother. Do you remember the lesson your teacher gave you to learn in the Bible, last week?

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Helen. Yes; it was, "*Thou shalt not steal.*" But it did not say any thing about picking a rose.

Mother. True; but the command applies to a rose, as well as to any thing else. It matters not whether it be a small, or a big thing.

Helen. Mother, if you will let me go to-day, I will not meddle with any of the flowers.

Mother. Well, Helen, put on your bonnet, and you may go; but you must return by five o'clock.

Helen. O, mother! see what a beautiful rose Mr. Grover has given me! I went along the gravel-walk, and did not *touch* one. He picked it himself. He is a kind, good man.

Mother. I hope you now see that it is much better to do *right* than *wrong.* Had Mr. Grover seen you take one or two of his flowers without leave, he would have looked upon you as a bad girl, and, most likely, he would not have given you that beautiful rose.

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LESSON XXII.

LITTLE THINGS.

1. Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land.

2. Thus the little minutes,
Humble though they be,
Make the mighty ages
Of eternity.

3. Thus our little errors
Lead the soul away
From the path of virtue,
Oft in sin to stray.

4. Little deeds of kindness,
Little words of love,
Make our earth an Eden,
Like the Heaven above.

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LESSON XXIII.

COM′ PA NY, society.
FIN′ ISH ED, completed.
TRY′ ING, attempting.
TUM′ BLED, fell.
FRET′ FUL, peevish.
KNOCK′ ED, beat.
MIS′ CHIEF, harm; injury.
HARSH, rough; rude.
IN TEND′ mean; design.
QUIV′ ER, shake; tremble.
GRIEVE, wound the feelings.
SLIGHT, trifling.
CAUSE, reason.
CHIDE, scold; blame.
CON FESS′, own; acknowledge.
FAULT, error.
SOOTHE, calm; compose.
COM′ FORT, console.
HOP′ ED, desired.
FOR GIVE′, pardon.

THE LOVING CHILDREN.

1. FRANCIS and his little sister Rosa, were very fond of each other; and they were never more happy, than when they were in each other's company.

2. Francis would draw her in his

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little wagon, all around the garden-walk, and try, in every way he could, to amuse her.

3. Sometimes they would get up on the sofa, and Rosa would put her arms around Francis' neck, and look at the pictures in their pretty books, while he would read to her a story.

4. One day, Francis said to his sister, "Let us make a block-house, with little doors and windows."

5. "Oh, that will be nice!" said Rosa. "I will bring the blocks, and you may build the house."

6. When they had nearly finished it, Rosa, in trying to place a block on the top, for a chimney, hit her foot against the house, and it tumbled down on the floor.

7. "There, Rosa," said Francis, in a fretful tone of voice, "you have knocked the house down! I wish you would not play with me! You are always doing some mischief."

8. Rosa turned away and wept; for her feelings were hurt, to think her

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dear brother, who had always been so kind, should speak to her in such a harsh manner, when she did not intend to knock down the house.

9. When Francis saw her lips and chin quiver, and the big tears come into her blue eyes, he felt that he had done wrong, thus to grieve his sister for so slight a cause.

10. His mother told him he did wrong, to chide his little sister, when she did not intend to do any harm; and that he ought to confess his fault, and try to soothe and comfort her.

11. Francis ran and threw his arms around Rosa's neck, and told her he was sorry for what he had said, and hoped she would forgive him.

12. Francis wiped the tears from her face, and Rosa went to play with him, as happy as ever.

13. Children should be careful not to say or do any thing that will hurt the feelings of their playmates; and when they have done wrong, like little Francis, they should confess their faults.

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LESSON XXIV.

FILL'ING, supplying.
RAM'BLED, roved; wandered.
FEAR'ED, were afraid.
BEAST, animal.
SEARCH'ED, looked carefully.
DIS TRESS', anguish of mind.
NEIGH'BORS, persons living near.
A LOUD', loudly.
LAN'TERN, vessel for carrying a light.
RE PORT', noise.
A LIVE', living.
CLASP'ED, embraced.

LOST CHILDREN.

1. "MOTHER," said Henry, "will you please tell Laura and me a story?"

2. "Yes;" said their mother, "if you will take your little chairs, and sit quite still.

3. "I will tell you about two children who were lost in the woods."

4. One day, a little boy and girl,

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about as old as you and Laura, went into the woods to pick some berries.

5. After filling their baskets with berries, they started to go home; but they could not find their way.

6. They rambled around in the woods, till they were lost, and did not know which way to go.

7. Laura had torn her dress, and spilled all her berries; and she sat down and began to cry.

8. Henry wiped the tears from her cheeks, and told her not to cry; for he would give her a part of *his* berries.

9. Night came on, and the children had no supper, and no bed to lie on.

10. They ate the berries that Henry had picked, and then lay down by the side of a large tree; but they could not sleep.

11. They feared that some wild beast would kill them, and that they never should see their father and mother again.

12. As the children did not come home, when it began to be dark, their father and mother went to look for them.

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13. They searched for a long time, in the woods, and called aloud; but could hear no answer.

14. They then asked the neighbors if they had seen their children; but no one knew any thing about them.

15. Their father and mother were now in great distress; for they feared that their dear little children were lost in the woods.

16. The neighbors took their dogs, guns, and lanterns, and started out, with the father and mother, to search for the children.

17. They searched nearly all night without finding them. But, early in the morning, they heard the report of a gun, and then they thought the children were found.

18. Soon they saw one of the neighbors coming out of the woods, with the girl on his shoulder, and leading the boy by the hand.

19. Oh, what joy filled the hearts of the father and mother, as they clasped their dear children in their arms!

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LESSON XXV.

CEN′TRAL, middle.
PARK, pleasure-ground.
UN E′VEN, not level.
PLEAS′ANT, agreeable.
PEO′PLE, persons.
VIS′IT, go or come to see.
GROUNDS, lands.
PLANT′ED, set out.
LEV′EL, even; flat.
VAL′LEYS, low lands between hills.
MAK′ING, forming.
FROZ′EN, congealed by frost.
SKAT′ING, sliding on skates.
WEATH′ER, state of the air.
SAIL′ING, moving, like a vessel.
DIF′FER ENT, various.

THE CENTRAL PARK.

1. IN the city of New York, there is a very large park, called *The Central Park.*

2. This park has been laid out with great care, so as to make it a pleasant place for people to visit.

3. The rocks, in many places, have been cut away, and the ground has been planted with shrubs and trees.

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4. It has very fine roads and gravel-walks, leading in different directions, so that people can ride or walk to any part of it they wish.

5. The park is quite uneven; being made up of many little hills and valleys.

6. Some of the little valleys have been filled with water, making a number of lakes or ponds.

7. In the winter, when these ponds are frozen over, the boys and girls, and even men and women, have fine sport, skating and sliding.

8. When the weather is pleasant, and the skating is good, you may see thousands of persons, of almost all ages, skating at the same time.

9. In the summer time, you may see a number of large white swans, sailing around on the water.

10. They were sent to this country, as a present, by a person who lives in Europe.

11. It is a grand sight to see them

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curve their long, slender necks, and float around on the water.

12. They spread out their large wings, like the sails of a vessel, and the wind blows them along.

13. They are so tame, that they will come and eat corn or crumbs of bread from your hand.

14. In the picture, at the head of this lesson, there is a girl holding out her hand to feed one of these large white swans.

15. There are two young swans by her side. Do you know what we call a young swan'?

16. Yes; a young swan is called a cygnet. Like goslings, they have very fine, soft down, till they get to be five or six months old.

LESSON XXVI.

Gos'LINGS, young geese.
SWIM'MING, floating.
BEAT'ING, thrashing.
FEATH'ERS, plumage.
PUR'POSE, intention.
A LONE', by themselves.
BE COME', come to be.
FLOCK, collection.
CROSS, ill-natured.
SUP POSE', think; imagine.
VI'CES, faults; defects.
CON'QUER, overcome.

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WHY ARTHUR KILLED THE GOSLINGS.

1. Little Arthur was very fond of pets, and he would have one of some kind or other to play with.

2. Sometimes he had a kitten, or a little dog, or a lamb, or a rabbit, for a pet.

3. One day, he saw some little goslings swimming in a brook near the house, and he thought he would take one home, and make a pet of it.

4. But as soon as he took it up in his hands, the old goose flew at him, and gave him such a beating with her wings, that he was glad to put it down, and run into the house.

5. A few days after, his mother wished to pick the feathers off the geese, and she had them put into the barn for that purpose; but the little goslings were left in the yard by themselves.

6. When Arthur saw that the old geese were shut up, where they could do him no harm, and the little gos-

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lings were all alone in the yard, he took a stick and killed every one of them.

7. When his mother saw what he had done, she said, "Why, Arthur! why did you kill all my pretty little goslings?"

8. "Because," said Arthur, "their mother gave me a beating, when I went to take one of them home."

9. "Yes; but the little goslings are not to blame for what their mother did," said his mother.

10. "Would not the little goslings grow up, and become old geese, if I had not killed them?" said Arthur.

11. "Be sure they would, my son," said his mother. "They would have made a fine flock of geese."

12. "Well, then," said Arthur, "would they not be just as cross as their mother, and fight me, when I went near them?"

13. "I suppose they would," said his mother, "if you should try to steal away their goslings."

14. "Well, that is the reason why

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I killed them *now!*" said Arthur, "so that they could not grow up to be old geese, and beat me."

15. Arthur did wrong in killing the goslings. But he, and all children, have some little vices, which will do them much harm, if they do not conquer them, while they are young.

LESSON XXVII.

Act'ive, lively; sprightly.
Get'ting, obtaining.
Roll'ing, turning.
A sham'ed, abashed.
Help'ing, assisting.
Re mains', is left.
Shoe'mak er, one who makes boots and shoes.
Need'ed, wanted.
Neat'ly, nicely.
Wel'come, free; without charge.
O blige', do a favor to.

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OSCAR ASSISTING HIS MOTHER.

1. Oscar was an active little boy. He was always busy in doing something useful, either for himself or his kind parents.

2. He was as active in getting his lessons, when at school, as he was at working, when he was at home.

3. Oscar, like other boys, was fond of play; but, when his mother asked him to go on an errand for her, he would stop playing, at once, and do what he was told.

4. He was not like some boys who, when asked to do any thing, say, "Wait till I get through with this play, and then I will do it;" but he went and did it, at once.

5. One morning, as Oscar was rolling his hoop on the sidewalk, his mother wished him to assist her in winding some yarn.

6. He hung his hoop up on the peg, went into the house, and held the skein of yarn on his hands, while his mother wound it.

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7. Some boys would have been ashamed to be seen helping their mother; but such boys are not likely to make very good men.

8. While Oscar was helping his mother, he asked her what she was going to do with the ball of yarn.

9. She said, "I am going to knit you a pair of socks, and what remains, you may have to make a ball."

10. "Thank you, mother," said Oscar; "but what shall I do for a cover?"

11. "I will give you some pennies, and you can take the ball of yarn to the shoemaker, and he will cover it for you," said his mother.

12. When Oscar's mother had used all the yarn she needed to knit his socks, there was a large ball left.

13. Oscar took the ball of yarn to the shoemaker, and he covered it neatly with a piece of soft leather.

14. Oscar took out his money to pay him; but the shoemaker said, "Keep

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your money, my boy; you are welcome, if I have done you any good."

15. "Thank you, sir," said Oscar; "I did not expect you to cover my ball without pay. If I can be of any service to you, I shall be most happy to oblige you."

LESSON XXVIII.

A GO', past; gone.
DUB'LIN, chief city of Ireland.
EF'FORT, attempt.
FREE, open to all.
AN'SWERED, replied
SHOW'ING, pointing out.
O'VER, above.
HELPS, aids, assistance.
PLEN'TY, abundance
IN STRUCT', teach; educate.

THE LITTLE CHIMNEY-SWEEP.

1. SOME years ago, the good people of Dublin made an effort to have all the little sweeps of the city go to a free school, so that they might be taught to read.

2. One of the sweeps who went to this school, was asked by his teacher, if he knew his letters.

3. "Yes, sir!" said the boy; "I know them all."

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4. "Do you know how to read and spell?" asked the teacher.

5. "Yes, sir," answered the lad; "I learned to read and spell, some time ago."

6. "What book did you learn to read from?" the teacher asked, again.

7. "Oh, I never had any book!" said the little sweep.

8. "Will you tell me, then," said the teacher, "how you learned to read and spell?"

9. "Another sweep, who was a little older than I am, taught me," answered the boy.

10. "How could he do it," asked the teacher, "without a book?"

11. "He did it by showing me the letters on the signs, over the shop-doors, which we read, as we went through the city," said the sweep.

12. The only teacher this little boy had, was a sweep, like himself; and his books were the signs over the doors of the shops and stores.

13. If this poor little sweep, who

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had never been to school, had learned to read with such helps as these, how much more ought children to learn, who have plenty of good books, and good teachers to instruct them!

LESSON XXIX.

BRIGHT′ EST, most brilliant.
HUES, tints; colors.
CROWN′ ED, invested with a crown.
BROW, forehead.
PRET′ TI EST, most beautiful.
TWIG, shoot or branch of a tree.
SHAPE, form.
PLAC′ ED, put; set.
REST, remainder.
FADE, lose color.
HIGH′ LY, greatly.
PRIZE, value.
BE STOW′ ED, given.
DU′ TI FUL, obedient.

THE MAY-QUEEN.

1. ONE fine day in spring, Robert and his two sisters, Clara and Delia, went out into the woods to gather flowers.

2. They soon filled their basket with

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buds and blossoms of the brightest hues, — red, white, blue, purple, yellow, and orange.

3. "Now," said Robert, "which of you will be crowned 'Queen of the May,' Clara or Delia?"

4 "Oh," said Clara, "let us weave the prettiest flowers into a wreath, and place it on the brow of our mother, and make her our May-Queen*!"

5. "Good!" said Robert; "that will please her much; for she is very fond of wild flowers."

6. Then Robert cut a small twig, and bent it in the shape of a hoop, and Clara and Delia tied the flowers around it; and so they made a beautiful wreath.

7. They took the wreath home, and Clara and Delia placed it on their mother's brow, and told her she should be their May-Queen.

8. Robert gave the rest of the flowers in his basket to his mother. She

* MAY-QUEEN, a young female crowned with flowers, as queen at the celebration of May-day.

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put them into a pitcher of water, and placed them on the table, where they soon filled the room with their sweet fragrance.

9. The mother was pleased, and said, "Though the flowers will soon fade, yet I highly prize this gift; because it has been bestowed by my own dutiful children.

LESSON XXX.

EAS′I LY, readily.
PER′FECT, complete.
FAST′ER, more rapid.
FAIL, miss.
RE CITE′, rehearse.
CLOSE, end.
WON, gained.
PRIZE, premium.
OB TAIN′ED, gained.
JUST′LY, honestly; fairly.
MER′IT ED, deserved.
EDG′ES, borders.

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CORA'S PRESENT.

1. CORA was a very good girl; but she could not learn her lessons as easily as some of the girls in her class.

2. One day, she came home from school, and told her mother that the teacher was going to make a present of a book to the girl who should get the most credit marks for perfect lessons and good conduct.

3. "But," said Cora, "there is no use of *my* trying to get it; for Fanny Hopkins can learn much faster than I can: I am *sure* she will get it."

4. "Do you not think you can learn your lessons as well as Fanny, if you try as hard as she does?" said her mother.

5. "I do not know but I could, if I had nothing else to do," said Cora. "But, if I can not learn as fast as she, I can try, at least, to behave as well."

6. "That, I think, will please your teacher quite as much, as to get per-

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fect lessons," said her mother; "but I do not think you will fail in *them*, if you get up early in the morning, and study hard."

7. "Well, mother, I am willing to try," said Cora, "if you will hear me recite my lessons every morning, before I go to school."

8. From that time, each day, till the close of the school, the teacher marked Cora's lessons and conduct *perfect;* and so she won the prize.

9. All the girls in the class seemed to be pleased that Cora obtained the present; for they all said she justly merited it.

10. It was a large and beautiful book, with a bright blue cover and gilt edges. It was full of pretty pictures, and stories for the young.

11. Children, who think they can not learn as fast as others, or behave as well, should try to do as Cora did; and, like her, they may become the best scholars in their class, or even in the school.

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LESSON XXXI.

ROV'ER, rambler.
NIM'BLEST, quickest.
FLEET, swift.
HON'EST, sincere.
SPORT, play.
MO'MENT, instant.
WIN, gain; obtain.
A CROSS', over.
PLAIN, level land.
LOUD'LY noisily.
GRASS'-PLAT, ground covered with grass.
CHASE, pursue.
A BROAD', not at home.
WHER EV'ER, at whatever place.

THE BOY AND HIS DOG ROVER.

1. OLD ROVER is the nimblest dog
That ever ran a race;
His ear so quick, his foot so fleet,
And such an honest face.

2. My playmate he, in every sport,
The moment I begin:
He's always ready for a race,
And always sure to win.

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3. One day, he stole my hat, and ran
Away across the plain;
While loudly laughed a boy and man
Who saw me chase in vain.

4. So, tired at last, I sat me down
Upon a green grass-plat,
When quick, old Rover turned about,
And brought me back my hat.

5. At home, abroad, where'er I go,
There Rover's sure to be;
There never was a kinder dog,
Than he has been to me.

LESSON XXXII.

TRUTH'-TELL ER, one who tells the truth.
TOSS' ING, throwing upward.
CRI' ED, wept.
OWN' ER, proprietor.
HEAR' ING, listening to.
CRY' ING, weeping.
TAK' ING, seizing.
IN TEND' ING, designing.
HANG, suspend.
SHOW' ED, exhibited.
LUCK, fortune.
PRAIS' ED, commended.
TO' WARD, in the direction of.
TELL' ING, uttering.
IN DEED', in truth.
NEI' THER, not either.
GAIN' ER, one that gains.
FALSE' HOOD, lie; untruth.
PROVES, makes certain.

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THE TRUTH-TELLER.

1. As a little boy was tossing a penny into the air, it fell over a high fence, into a garden.

2. He tried to climb over the fence, and get it; but when he found he could not do so, he sat down on the ground, and cried.

3. The owner of the garden hearing the noise, looked over the fence, and asked the little boy why he was crying.

4. "I have lost a piece of money," said he, "which a good man gave me for taking a kitten from some bad boys, who were going to kill it."

5. The man took a large piece of money out of his pocket, and said to the boy, "Is this the piece of money you lost?"

6. "No, sir," said the boy; (who would not have told a lie for a great many pieces of gold;) "the piece which I lost, was not gold."

7. "Was it this, then?" said the man, showing him a fifty-cent piece.

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8. "No, sir," said the truthful boy; "it was not silver."

9. "Is it this'?" said the man, showing him the penny he had lost.

10. "Oh yes!" said the lad; "that is the *very* piece. I know it by the little hole in it; for I was intending to put a string through the hole, and hang the penny on my little sister's neck."

11. The man said, "You are so good a boy, I will give you the gold and silver which I showed you, and your own cent too."

12. The little boy was very glad that he had told the truth. He thanked the man, and ran to tell his playmates of his good luck.

13. Every one loved this little boy, and praised him; because he told the truth, and would not tell a lie to get money.

14. Another boy, who saw this good little boy's money, and heard him tell how he came by it, thought he would

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try to get some money from this kind man, in the same way.

15. He ran toward the garden, and when he came near the fence, he threw over a penny, and then sat down, and began to cry very loud.

16. The man came to him, and asked him why he was crying.

17. "I have lost some money," said the bad boy, "which my father gave me to buy some bread with, and he will beat me when I go home."

18. "Is this the money you lost?" said the good man, showing him a piece of gold.

19. "Yes, sir," said the boy; "that is the *very* piece."

20. "Indeed, it is not," said the man; "and for telling a lie, you shall not have *this* money; but here is your *own*."

21. This bad boy thought he would be the gainer by telling a falsehood; but the conduct of the good little boy, proves that it is always best to speak the truth.

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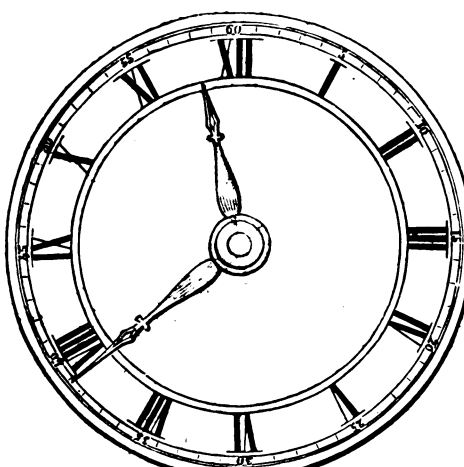
LESSON XXXIII.

MEAS′URE, compute.
AID, help; assistance.
NUM′BERS, figures.
E′QUAL, the same.
DIS′TANCE, length; space.
MIN′UTE, sixty seconds.
BE TWEEN′, betwixt.
FIG′URE, number.
THERE′FORE, for this reason.
LACKS, wants.
O'CLOCK′, of the clock.
STRIKES, beats.
PROP′ER, just; correct.
FOR EV′ER, eternally.



HOW TIME IS MEASURED.

1. THIS is the face of a clock. Clocks and watches are used to measure time.

2. It would be a hard task to measure time, without the aid of clocks or watches.

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3. On the face of this clock, there are twelve numbers, which are placed at equal distances from each other.

4. Between each of these numbers, there are five small dots, making, in all, sixty dots for the sixty minutes in an hour.

5. The long hand moves from one figure to another, in five minutes; and it moves from XII to XII, all round the face of the clock, in one hour.

6. The short hand moves only from one number to another in the same time; and, therefore, it takes the short hand twelve hours to move all round the face of the clock.

7. The hands in this picture, show that it lacks twenty-one minutes of twelve o'clock.

8. The long hand is called the *minute* hand, and the short hand is called the *hour* hand.

9. When the hour hand points to I, and the minute hand points to XII, the clock strikes *one;* and it is then *one o'clock.*

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10. When the hour hand points to II, and the minute hand points to XII, the clock strikes *two;* and it is then *two o'clock.*

11. When the hour and minute hands both point to XII, the clock strikes *twelve times,* and it is then *twelve o'clock.*

12. Sixty seconds make one minute; sixty minutes make one hour; twenty-four hours make one day; seven days make one week; four weeks make one month; twelve months make one year.

13. We should be careful to make a proper use of time, as it passes; for, time once passed never returns; the moment that is lost, is lost forever.

LESSON XXXIV.

AP PEAR', are seen.
TUR' TLE, species of dove.
GROVES, clusters of trees.
ROB' BED, deprived.
BEAU' TY, loveliness.
MERE' LY, only.
Look' ed up on', regarded.
THIEVES, robbers.
SOW' ED, scattered, as grain.
REAP' ED, gathered.
SCOLD' ED, found fault.
DE STROY' ED, ruined.
CROPS, grain, fruit, etc.
AR' MY, great number.
HAV' OC, destruction.
SAV' ED, preserved.

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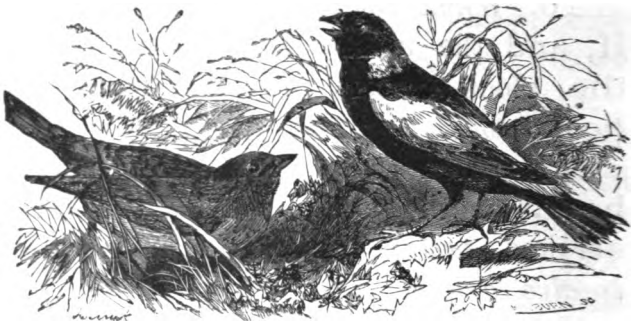

THE HAPPY BIRDS.

1. "Lo! the winter is past, the rain is over and gone. The flowers appear on the earth, the time of the singing of birds is come, and the voice of the turtle is heard in our land."*

2. Welcome to the birds! They make the spring-time cheerful. Their glad notes are heard in the gardens and in the groves.

3. Even the spring-time would be robbed of much of its beauty and pleasure, were it not for the sweet music of the pretty birds.

4. But the birds were not made merely to please our eyes and our

* Song of Solomon, 2d chapter, 11th and 12th verses.

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ears. They help take care of the grain and the fruit.

5. Blackbirds are looked upon as great thieves. The farmer thought they took more than their share of the oats, rye, and corn.

6. The farmer sowed, and they reaped. He scolded, and they twittered. He drove them away from his fields; but they soon came back again.

7. The birds were not after the farmer's grain; but after the worms, which would have destroyed his crops.

8 The next year the blackbirds did not visit the farmer, and his crops were nearly destroyed by a great army of worms.

9. What could the farmer do? Who could help him save his crops? Who but his *best friends — the blackbirds.*

10. They came to his aid, and made great havoc among the worms, and thus saved the farmer's grain.

11. Let us not, then, kill the birds; but welcome them to our fields; for they save the grain and the fruit.

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LESSON XXXV.

LIV′ ING, livelihood.
PROF′ IT, gain.
BUY′ ING, purchasing.
SELL′ ING, disposing of.
HELP′ ED, assisted.
BE SIDES′, over and above.
EARN′ ING, gaining by labor.
MIS TAKE′, error.
RE′ AL LY, in truth.
STRAN′ GER, person unknown.
COR RECT′, rectify.
BE LONG′, appertain.
AL′ LEY, narrow passage.
CLERK, writer or assistant.
PART′ NER, joint owner.
BUS′ I NESS, employment.
DEAL′ ING, trading.
GEN′ TLE MAN, well-bred man.

THE LITTLE ORANGE-BOY.

1. HUGH was a poor little boy who sold oranges, in the street, for a living.

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2. Hugh's father was dead, and his mother was very poor. She had to work hard to get food for herself and four small children.

3. Hugh, who was the oldest, said he could help her, if he only had some pennies to buy some oranges.

4. His mother gave him some money, and he went and bought a basket of oranges, and sold them for fifteen cents more than he gave for them.

5. Hugh gave back to his mother the money she lent him, and with the fifteen cents profit, he bought another basket of oranges.

6. Thus he went on, buying and selling oranges. In this way, he helped his poor mother, besides earning his own living.

7. One day, a man bought some oranges of Hugh, and, in paying for them, gave him a five-dollar gold piece, by mistake.

8. Hugh put the money into his pocket; but, soon after the man had gone, he began to count it over.

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9. When he saw the five-dollar gold piece, he took up his basket of oranges, and ran to find the man who gave it to him.

10. He soon came up with him, and said, "Sir, did you not make a mistake in paying for the oranges?"

11. "How so?" said the man. "Did I not pay the price?"

12. "Yes, sir," said Hugh; "but, with the pennies, you gave this five-dollar gold piece."

13. "A gold piece!" said the man, as he put his hand into his pocket, to know whether it was really so.

14. "Ah, yes! You are right, my boy," said the man. "But why did you take so much pains to run after a stranger, to correct *his* mistake?"

15. "Because," said Hugh, "I have been taught to be honest; and never to take any thing that does not belong to me."

16. "You are an *honest* little boy," said the man. "And, now, I should

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like to know your name, and where you live."

17. "My name is Hugh," said the boy, "and I live with my mother, in that small house, in the alley."

18. The next day, the man sent a large basket-full of nice sweet oranges, to Hugh, as a present.

19. When Hugh was fourteen years of age, the man sent for him to come, and serve him as a clerk, in his store.

20. Hugh went to live with the gentleman; and, in a few years after, he became a partner in his business.

21. Hugh was honest in all his dealings, and soon became a very rich man. This shows that it is always best and safest to do right.

LESSON XXXVI.

UN' CLE, brother of a parent.
WATCH' ED, looked attentively.
LAD' EN, loaded.
HARD' LY, scarcely.
AR RIV' ED, came.
BROOD, hatch.
FRIGHT' EN ED, scared.
UN LESS', except.
DEAR' LY, with fondness.
E' VEN ING, beginning of night.
PAN' TRY, closet.
COV' ER ED, spread over.
TALK' ED, conversed.
FOR GOT', failed to remember.

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BLANCHE'S VISIT TO THE COUNTRY.

1. BLANCHE lived in the city. She had an uncle living in the country, who was a farmer. Blanche liked to run in the fields, where she could fill her apron with butter-cups and clover-blossoms.

2. She watched to see when the grass in the yard would become green; and the very first dandelion she saw, she ran to her mother, saying, "The '*sunshine*' has now come; when shall we go to see uncle?"

3. In July she had her wish. As she rode along, she saw the trees laden with fruit, and the gardens filled with flowers.

4. She was in such haste to get to her uncle's, where she could run in the fields, that she could hardly sit in the carriage.

5. At last, they arrived at her uncle's; and her aunt, and her little cousins, were glad to see Blanche and her mother.

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6. As soon as her bonnet was taken off, she ran out to the barn, with her cousins, to see the cow and the calf.

7. The white hen had a fine brood of chickens; and Blanche clapped her hands, when she first saw them running about to pick up the seeds.

8. After tea, all the children went into the fields to gather flowers; and Blanche saw a little squirrel run along on the top of the wall.

9. She ran after him; for she thought she could catch him. She wanted to take him home, to live with her little kitten, in the city. But the squirrel hid himself in his hole, where Blanche could not find him.

10. Her mother told her she was glad she could not catch the squirrel; for, if she had taken hold of him, it would have frightened him, and made his little heart beat very fast; and, unless he were shut up in a cage, he would run away.

11. When Blanche knew this, she said she did not want the pretty squir-

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rel; but she liked dearly to hear her mother tell about his snug house, and the nuts in his little pantry.

12. In the evening, Blanche saw some fire-flies; and she said to her uncle, "See how the ground is covered with pretty little stars! Did they come from the sky'?"

13. Her uncle told her they were insects; and that GOD had so made them, that they could give light from their bodies.

14. Then Blanche asked her uncle to tell her their name. He said the people in the country called them *lightning-bugs.*

15. Blanche had never seen any fire-flies before, and she talked a great deal about them. But, when she tried to tell her mother about them, she forgot the name, and she said, "O mother! I have seen some *thunder-bugs!*"

16. The next day, Blanche went into the meadow with her cousins, to pick some cranberries. She had never

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seen any of these berries growing before, and she called them little red apples, just big enough for her doll.

17. As the children were coming home, they heard a great noise behind the barn, and they all ran to see what it was.

18. A cross dog was trying to bite a poor little calf. But there was a great ox feeding in the pasture, and he ran to the calf, and stood by him; and, when the dog tried to bite the calf, the ox would hook at him with his horns.

19. So the naughty dog was driven off, and the calf was not hurt. Blanche called him a good ox, and wanted to give him some of the cranberries in her little basket.

20. When it was time for Blanche to go to her home in the city, she cried; but her mother told her how much her father wanted to see his little girl, and how he would like to hear her tell about the things she had seen in the country.

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21. Blanche loved her father, and she was willing to go home. She told him about the chickens, and the squirrel, and the ox, and the fire-flies; and what a mistake she made in calling them *thunder-bugs*. She said, "I am glad I did not catch the pretty little squirrel."

LESSON XXXVII.

PAT' TERN, sample.
EX PECTS', desires; looks for.
DIF' FI CULT, hard to be done.
TRI' AL, effort.
AL' MOST, nearly.
PER FORM', do; accomplish.
SKILL, dexterity.
EN A' BLES, gives power.
LA' BOR, work.
WORTH, value.

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THE HARD TASK.

Norman. Father, my teacher wishes me to draw the branch of a rose-bush, with one rose on it; but I can not do it.

Father. My son, I do not think your teacher would ask you to do any thing you can not do.

Norman. Well, I have tried and tried to draw it; but it does not look at all like the pattern. I wish you would draw it for me.

Father. Do you think it would be right for *me* to draw your picture, when your teacher expects *you* to do it?

Norman. No, sir; but I can never draw that rose, like the pattern. I know I can not.

Father. Try again, and then it may not be as difficult as you now think it is. Give it one more trial, and then let me see it.

Norman. Father, *I have done it! I have done it!* It now looks almost as well as the pattern.

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Father. Yes, Norman; you have done it very well. And, now, do you not feel much better, than you would have felt, if I had drawn it for you?

Norman. Yes, Father; and now I think I shall know how to draw another picture much better than I have done this.

Father. Yes; every task you perform by your own skill and labor, enables you to perform still greater ones. And remember, my son, that any thing which does not cost you *time*, *thought*, or *labor*, is of little worth.

LESSON XXXVIII.

DE LIGHT', great pleasure.
SKIP, leap; bound.
MER'RI LY, jovially.
PRIM'ROSE, early rose.
EX TEND', spread; expand.
PAINT'ED, colored.
LEAP'ING, jumping.
MOUNTS, ascends.
BUILD'ING, constructing.
SCARCE, hardly.
SURE, certain.
BRING'ING, causing to come.

THE SPRING-TIME.

1. I'M very glad the spring is come;
The sun shines out so bright;
The little birds upon the trees,
Are singing with delight.

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2. The young grass looks so fresh and green,
The lambs do sport and play;
And I can skip and run about,
As merrily as they.

3. I like to see the daisies blue,
And buttercups once more,
The primrose, and the cowslip too,
And every pretty flower.

4. I like to see the butterfly
Extend her painted wing;
And all things seem just like myself,—
So pleased to see the spring.

5. The fishes in the little brook
Are leaping up so high;
The lark is singing very sweet,
And mounts into the sky;

6. The rooks are building up their nests
Upon the great oak-tree;
And every thing's as full of joy,
As ever it can be.

7. There's not a cloud upon the sky,
There's nothing dark or sad:
I jump, and scarce know what to do,
I feel so very glad.

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8. God must be very good indeed,
Who made each pretty thing;
I'm sure I ought to love Him much,
For bringing back the spring.

LESSON XXXIX.

SIL'LY, foolish.
SHEP'HERD, one who tends [sheep.
NURS'ED, cherished.
CLIMB'ED, ascended.
FOLD, sheep-pen.
OUT'SIDE, outward part.
CON TENT'ED, satisfied.
TREAT'MENT, usage.
SLY'LY, secretly.
HEDGE, thicket of bushes.
GLEE, sprightly joy.
DEN, cavern.
GROWL, snarl.
CAR'RI ED, conveyed.
TROUB'LE, difficulty.
RE GRET', be sorry.

THE SILLY LAMB.

1. THERE was once a shepherd who had a great many sheep and lambs. He took good care of them, and gave them fresh grass to eat, and clean water to drink.

2. If any of them were sick, he nursed them with great care; and, when they climbed up a steep hill, and the lambs were tired, he used to carry them in his arms.

3. Every night the shepherd drove

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the sheep and lambs into the fold, where they lay snug and warm; and the shepherd's dog lay on the outside, to guard them from wild beasts.

4. They were all contented, and pleased with the kind treatment of the shepherd, except one foolish, little lamb, that did not like to be shut up in the fold.

5. This silly lamb seemed to think, if he could run and skip about by moonlight, and go where he pleased, he would be much more happy than he would, to be shut up with the rest of the flock.

6. So, when the evening came, and the shepherd called the sheep to come into the fold, this foolish little lamb would not come; but crept slyly under a hedge, and hid himself.

7. When all the rest of the sheep and lambs were in the fold, fast asleep, he came out, and ran, and skipped, and frisked about in high glee.

8. He jumped out of the lot, and ran into the woods; but soon a large

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wolf came out of his den, and gave a very loud, fierce growl.

9. Then the silly lamb wished he had been shut up in the fold; but that was a great way off, and he did not know how to get back to it.

10. The wolf seized the poor lamb, and carried him off to a dark den, where he tore him in pieces, and ate him up.

11. Boys and girls who wish to have their *own way*, may, like this silly lamb, get into trouble; and then they will regret that they did not obey those who have the charge of them.

LESSON XL.

AN'I MAL, living creature.
SUP PLIES', furnishes.
FAT'TEN ED, made fat or fleshy.
TAL'LOW, hard animal fat.
TAN'NED, converted into leather.
MIX'ED, mingled.
MOR'TAR, mixture of lime and sand with water.
PLAS'TER, overlay with mortar.
OB TAIN', procure.
ROCK'Y, stony.
BRANCH'ES, boughs.
WITH'ER ED, dried; shrunk.
TRUNK, body.
PIERC'ED, bored through.
YIELDS, produces.
FREE'LY, plentifully.
NA'TIVES, those born in a place.
GRATE'FUL, thankful.
GOOD'NESS, kindness.

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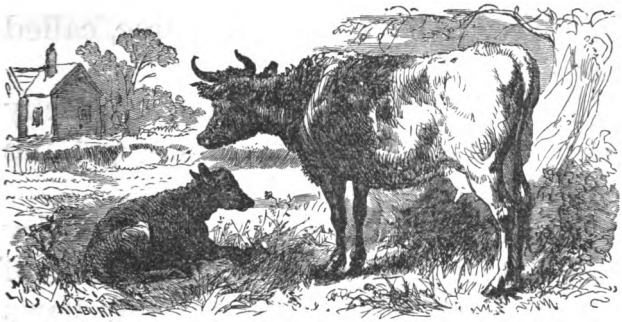

THE MILK-GIVER.

1. THE cow is one of the most useful animals. She supplies us with milk, cream, butter, and cheese.

2. When she is well fattened, her flesh is good for food, and her tallow is made into candles.

3. Her hide, when it is tanned, makes thick, strong leather. Out of this leather, our boots and shoes are made.

4. Her horns are made into combs; and her bones are made into buttons and knife-handles.

5. Her hair is mixed with the mortar, that we use to plaster our rooms.

6. But cows are not the only milk-givers. In South America, people ob-

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tain very rich milk from a tree, called the "*Cow-tree.*"

7. The Cow-tree grows on dry, rocky land, where there is no grass, and the cow could find no pasture.

8. The branches and leaves look dry and withered; but, when the trunk of the tree is pierced, rich milk flows from it.

9. The tree yields most freely in the early morning. The natives may then be seen around it, with their pitchers, to obtain the rich milk.

10. How good and wise is GOD, who provides for the wants of all His creatures! Let us be grateful for His goodness, and serve Him with all our heart, mind, and strength.

LESSON XLI.

OR′DER, direct.
IN′SIDE, inner part.
STRONG, powerful.
SPOKES, bars of a wheel.
GAR′DEN ER, one who tills a garden.
SPREAD, scatter.
WHEEL′ED, rolled.
AT TEMPT′, try to do.
WORK′ED, labored.
HUN″GRY, wanting food.
GATH′ER ING, collecting.
BEN′E FIT, advantage.

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WILLIAM'S WHEEL-BARROW

1. WILLIAM very much wished to have a wheel-barrow; and, as he had been a good boy, his father told him he might go to the shop, and order one to be made.

2. The man was very busy, and could not set about it just then; so William had to wait a few days. At last, the wheel-barrow was made, and sent home.

3. It was a very pretty one, indeed. The sides were painted green; the inside was red; and it had a strong,

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iron band round the wheel, to keep the spokes together.

4. William rolled his wheel-barrow into the garden, and asked the gardener to give him some work to do.

5. The gardener told him he might take his little spade, and put some mold into the wheel-barrow, and spread it on his flower-bed.

6. William filled his wheel-barrow so full, that he could not move it. Then the gardener said, "You must take out some of the mold, and then you can roll it along."

7. William took out a part of the mold, and then he found he could move it along very easily. This taught him never to attempt more than he could perform.

8. He wheeled it to his flower-bed, and turned the wheel-barrow on its side, and the dirt came out.

9. William worked till he was tired and hungry. He was glad when the bell rang to call him to dinner.

10. When he came into the house,

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he said, "I like my wheel-barrow very much, and I have learned a good lesson too; besides, I hope I have been of some use."

11. William also found his wheel-barrow very useful in gathering potatoes, turnips, apples, and other kinds of fruit.

12. If all boys would try, like William, to be useful, they could do many things, which would be a benefit to others, as well as a pleasure to themselves.

LESSON XLII.

MOUNT'AIN, large hill.
BOT'TOM, lowest part.
REACH'ED, arrived at.
SCI'ENCE, knowledge.
GRAM'MAR, art of speaking and writing correctly.
LEARN'ING, acquiring.
USE, benefit.
LEARN'ED, acquired.
BUILT, constructed.
QUAR'RY, place where stones are dug.
HEW, cut.
PROP'ER, suitable.
CEASE, stop; leave off.

THE WAY TO BECOME WISE.

1. THERE are many things to learn, before you can become wise; but you should never try to learn more than *one thing* at a time.

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2. Some little boys and girls think that, because they can not learn, in one month, as much as their teacher knows, they never will be able to do so.

3. No one can become wise in a short time. The wisest men in the world, once did not know their letters, and could not spell and read a word.

4. But they began first to learn their letters, and then to spell and read, and so on, learning *one thing* at a time.

5. If you were going up a mountain, you would not think of trying to step from the bottom to the top, at once; but you would move on, step by step, till you reached the top.

6. So you must do, if you would climb up the hill, called Science. You must first learn to read and spell well, then you can learn to write, and can study grammar, and many other useful things.

7. Sometimes little boys and girls say, "I do not see the use of learning this lesson." But they should never

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say so; for, if they do not, at first, see the use of it, they will when they have learned it.

8. When a large, stone house is to be built, some men dig the stones from the quarry, and others hew them into proper shapes.

9. Now, if these men should stop their work, because they do not know where each stone is to be placed in the house, it would never be built.

10. So, if you cease trying to learn your lessons, because you can not, at first, see their use, you will never become wise.

11. But, if you are careful, each day of your life, to learn something new and useful, you will become wise and good, and gain the esteem of all.

LESSON XLIII.

GOOD-NAT′ UR ED, mild; kind.
RIGHT′ LY, properly.
CON FIDES′, intrusts.
OR′ DER, direction.
BEEF′-STEAK, slice of beef.
AL THOUGH′, notwithstanding.
MES′ SAGE, order sent.
QUICK′ LY, speedily.
RE SPECTS′, regards.
SNEAK′ ING, crouching.
BEE′ TLE, large, heavy mallet.
FAST′ EN ED, fixed firmly.
GNAW′ ED, bit or bitten.
IN STEAD′, in place of.

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THE NOBLE DOG.

1. WHAT a noble-looking dog! What an honest-looking face! How good-natured he looks! With what care he carries that basket in his mouth!

2. This dog's name is Fido; and he is rightly named; for he safely keeps any thing that his master *confides* to his care.

3. His master can send him to the meat-market, with a written order for a beef-steak or some poultry, and Fido

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will go alone, and bring it home with the greatest care.

4. See, he is now going home with some poultry in that large basket, for his master's dinner!

5. His honest-looking face does not deceive you; for he never meddles with any thing put into the basket, although he may be very hungry.

6. When he is sent on an errand, he does not stop by the way, to play with other dogs; but he goes and carries his message, and returns again as quickly as possible.

7. Fido is also a very good-natured dog. He never snaps and snarls, like many smaller dogs, neither will he quarrel with the larger ones.

8. In all these respects, many children might learn very good lessons from the conduct of this noble dog.

9. I will now tell you about another dog, that was named Cato.

10. This dog had been so taught, that his master could send him from

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the field, to the house, for any thing he wanted.

11. One day, his master, who was at work about a half a mile from home, told Cato to go to the house, and bring him the ax.

12. Cato started off, and, after being gone some time, came sneaking back; but did not bring the ax.

13. His master bid him go back and get it. Cato went the second time; and, after being gone as long as before, came back with a large beetle in his mouth.

14. The man then thought the dog could not find the ax, and he went himself, and found it fastened in a log.

15. The dog had gnawed the handle from one end to the other, in trying to get it out; but it stuck so firmly, that he could not do it, and so he took the beetle to his master, instead of the ax.

16. Some dogs may be taught to do many useful things, if we only take pains to teach them.

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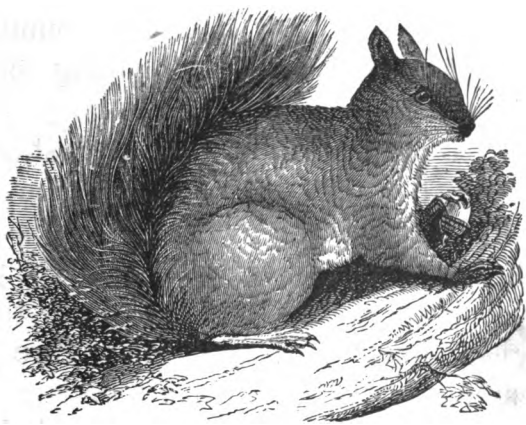

LESSON XLIV.

FOR′EST, woods.
CHOP′PING, cutting.
SPEED, haste.
FIND′ING, discovering.
JUMP′ED, leaped.
SEV′ER AL, two or more.
RAIS′ED, lifted.
At a loss, puzzled.
FALL′EN, prostrated.
MEET′ING, coming together.
GLAD′NESS, joy.
TREAS′URE, valuable things.
STAY′ING, remaining.
ANX′IOUS, solicitous.
WEL′FARE, prosperity.
A′CORN, fruit of the oak.
SHAD′Y, sheltered.
IG′NO RANT, uninformed.
PER′ILS, dangers.
IN′FAN CY, early childhood.

THE SQUIRREL'S NEST.

1. WHEN I was a boy, about nine years of age, I went out into the forest, where my father was chopping wood.

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2. In one of the large, hollow trees, which he had cut down, I found a squirrel's nest, with four young ones in it.

3. I took them out of the nest, and thought I would take them home for my little pets.

4. But my father told me to put them back into the nest, as their mother knew how to take care of them much better than I did.

5. I put them into the nest, and then went and hid in the bushes, a little way off, to see what the mother squirrel would do, when she found her house gone.

6. Soon she came running along, with a nut in her mouth, and went, with great speed, to the place where the old tree had stood.

7. Finding nothing but a stump, she dropped the nut, and went smelling all about the ground, and then jumped upon the stump to look around.

8. She ran round the stump several times, and seemed to be in great dis-

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tress. She then raised herself up, on her hind legs, as though at a loss to know what to do.

9. At last, she jumped on the fallen trunk of the tree, and ran along till she came to the hole, where she found her little ones all safe, in their little warm bed of moss.

10. What the manner of their meeting was, no one can tell; but, no doubt, the mother's heart beat with gladness, to find her lost treasure all safe.

11. After staying with them a short time, she came out, and ran off through the bushes; but she soon came back again, and took one of the young ones in her mouth, and carried it into a hole in another tree.

12. She then came back, and took the others, one by one, in the same way, till she carried them all safely into their new home.

13. The care which this squirrel had for the safety of her little family, made me feel anxious for their welfare.

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14. When I drove the cows to the pasture, I always went by that tree, to see how the young family were getting along.

15. In a short time, they were running all over the tree, with their careful mother, eating acorns under the shady boughs, quite ignorant of the perils they had passed through in their infancy.

16. It is always best to leave the little birds and squirrels to the care of their own mothers; for they know how to provide for them much better than we do.

LESSON XLV.

LILY'S HAPPY HOME.

1. Now, little girls, and little boys,
What I'm about to say,
Try and remember, at your work,
Your study, or your play.

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2. Lily was a happy child,
As parents ever had;
For she was cheerful all the day;
Her heart was never sad.

3. Not every home has trees and flowers,
As little Lily's had;
But with the sunshine of the heart,
Your homes may be as glad;

4. If, living in the city grand,
Or in the country wild,
You learn as she, from all you see,
To be a better child.

5. Then, if you live in such a place,
As little Lily did,
You'll be yourselves the sweetest flowers,
All lovely things amid.

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LESSON XLVI.

RE QUEST', entreaty.
PIL' LOW, cushion for the head.
BURN' ING, very hot.
PLAY' ING, sporting.
FRESH, not stale.
KIND' NESS, tenderness.
THIRST, desire drink. [dead.
COF' FIN, chest or box for the
BIT' TER, painful.
RE FUS' ED, denied.
GLAD' LY, willingly.
POS SESS', have; own.
COM' FORT, consolation.
BEAR, endure.
TEMPT' ED, incited.
FALL' EN, dropped.
RE CALL', call back.
FOR GIVE' NESS, pardon.

THE LAST REQUEST.

1. "Edwin, will you please bring me a glass of cold water," said little Frances, as she lay on her pillow, with a burning fever.

2. But Edwin kept on playing with his top, as though he did not hear her, till he quite forgot her request.

3. After a few minutes, Frances asked him once more, for a glass of cold water.

4. Edwin left his play, filled the glass with water, which had been standing for some time in the pail, and gave it to his sister.

5. But, when she put it to her burning lips, she turned her head, and

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said, "O brother! please get me some *fresh* and *cool* from the well."

6. "Why won't this do?" said Edwin, in a fretful tone of voice; "I am too busy now to go to the well."

7. Frances drank the water which Edwin brought her; but it was the last time she ever called on him for any little act of kindness.

8. Before the sun went down, that day, she stood beside the River of Life, and drank of its cool waters, never to thirst again.

9. Of all who wept around the coffin of little Frances, there was none that shed more bitter tears than Edwin, who could not forget, that he refused the last request of his sister.

10. Children, are you kind to each other; or, are you cross and selfish? Remember, the time may come, when some of you will be taken away; and then, oh, how gladly would you give all you possess, to have them back again!

11. Edwin was a kind-hearted boy,

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and dearly loved his little sister. She had been sick only a few days, and he did not think she would die so soon. But this was no comfort to him, when she was gone.

12. "Oh mother!" Edwin would say, "if I had only brought that cold water for Frances, I could bear it; but now I can never wait on her again."

13. Think of this, when you are tempted to quarrel, or to be selfish; for, if one of you should die, the rest would remember every unkind act, and all the bitter words which had fallen from your lips; but then it would be too late to recall them, — too late to ask forgiveness.

LESSON XLVII.

FAWN, young deer.
SQUEAK'ING, sharp; shrill.
A MUS'ED, entertained.
ROCK'ING, moving to and fro.
RE'AL, true; genuine.
DUMB, mute; silent.
GRAT'I FY, please.
DE LIGHT'ED, highly pleased.
CREAT'URE living being.
AT TACH'ED, united.
CER'TAIN LY, surely.
GRACE'FUL, elegant.
BE STOW', give.
AT TEN'TION, care.
NEG LECT', omit.
CUL'TI VATE, improve.

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JULIA'S PET FAWN.

1. JULIA ELMER was a lovely girl, and her father bought her a beautiful doll, for a New-Year's present.

2. It was one of those large dolls that can open and shut their eyes, and make a squeaking noise, like crying.

3. Julia was highly pleased with the doll, and she amused herself, for hours at a time, in dressing it, and rocking it in a little cradle.

4. But, after a while, Julia became

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tired of playing with her doll; "for," said she, "I have to '*make believe*' every thing I do with it.

5. "I wish I had a *real*, live pet, of some kind, — something that can bark, pur, or sing. I am tired of *dumb* pets.

6. "If I had a little dog, or a kitten, or a rabbit to play with, I should take much more pleasure, than I can with this doll."

7. Julia had a kind father, who loved dearly to gratify his daughter in every thing that was proper. Hearing her make this wish, he brought home a beautiful little fawn, and gave it to her for a pet.

8. Julia was delighted with the gentle little creature; and the fawn soon became as much attached to his little mistress, as she was to him.

9. When Julia took her hoop, and went to roll it in the park, the fawn would throw up his head, and bound along by her side.

10. Julia named the fawn her "*Little*

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Dear;" "for," said she, "if he is not a *little deer*, certainly there never was one."

11. The deer is a very timid creature, and, also, very graceful and elegant in all its movements.

12. If little girls wish to be graceful and elegant, they must not bestow too much attention on their person and dress, and so neglect to cultivate the mind and the heart.

LESSON XLVIII.

CHOOSE, prefer. [sent.
BOR'ROW, take and use by con-
CON TRIVE', devise.
SE'CRET, something unknown.
US'ING, employing.
DE PEND'ED, relied.
CON VEN'IENCE, accommodation.
DE PEND', rely.
AF FRONT'ED, offended.
RE SOLV'ED, determined.

THE LOST THIMBLE.

Mary. I wish you would lend me your *thimble*, Sarah; for I can never find *mine* when I want it.

Sarah. And *why* can you not find *yours*, Mary?

Mary. I am sure I can not *tell;* but

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if you do not choose to lend me *yours*, I can borrow of somebody *else*.

Sarah. I am willing to *lend* it to you; but I should like to have you tell me why you always come to *me* to borrow, when you have lost any thing?

Mary. Because you never *lose* your things, and always know where to *find* them.

Sarah. And *how* do you think I always know where to find *my* things?

Mary. How can *I* tell? If I *knew*, I might sometimes contrive to find my *own*.

Sarah. I will *tell* you the secret, if you will *hear* it. I have a *set place* for every thing, and, after I have done *using* a thing, I always put it in its *proper place*, and never leave it to be thrown about and *lost*.

Mary. I never can find *time* to put *my* things away; and who wants, as soon as she has *used* a thing, to have to run and put it *away*, as if one's *life* depended upon it?

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Sarah. Your *life* does not depend upon it, Mary; but your *convenience* does: and let me ask, how much more time it will take to put a thing in its *proper place*, than to *hunt* after it, when it is lost, or to *borrow* of your friends?

Mary. Well, Sarah, I will never borrow of *you* again, you may *depend* upon it.

Sarah. Why, Mary, you are not *affronted*, I hope.

Mary. No; but I am *ashamed*, and am resolved, before night, to have *a place for every thing*, and to keep EVERY THING IN ITS PLACE.

LESSON XLIX.

CHRIST'MAS-DAY, 25th of December.
VICT'UALS (vit'tlz), food.
AFT'ER NOON, time between noon and evening.
BOUND'ED, leaped.
SLEIGH, vehicle on runners.
JIN''GLE, rattle; tinkle.
COT'TAGE, small house.
LIV'ED, resided.
MER'RY, cheerful.
SEEMS, appears.
LEAST, smallest.
FA'VORS, kind acts.
RE LIEVE', alleviate.
NEED'Y, destitute.
PIT'Y, compassion.
GIV'EN, bestowed.

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THE SLEIGH-RIDE.

1. One very pleasant Christmas-day, Mr. French asked his daughter Fanny, if she would not like to take a sleigh-ride with him.

2. "Oh, yes! father," said Fanny; "I should like to go and see that *poor old lady*, who came to our house, last week, for some cold victuals. She must be *very* poor!"

3. "Will not some *other* time do just as well to call on her?" said her father. "I should like to ride out for *pleasure*, this afternoon."

4. "I suppose it would," said Fanny;

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"but, if you are willing, I will put up a basket of food for her, and we can ride round that way, and see how she is getting along."

5. "Well, Fanny," said Mr. French, "we will go and see the poor woman; for we must seek the *comfort of others*, as well as our *own pleasure*."

6. By the time the horse and sleigh were brought up to the door, Fanny had filled her basket with food, and was all ready to go with her father, and see the poor woman.

7. Mr. French had a very fleet horse, and he made the bells jingle merrily, as he bounded along over the little hills and valleys.

8. When they came to the cottage, where the poor woman lived, Fanny went in, and gave her the food she had brought.

9. The woman thanked her for her kindness, and said, "I hope you will have a merry Christmas and *many* happy New-Years."

10. "Thank you for your kind wish,"

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said Fanny, as she came out, and jumped into the sleigh.

11. While they were riding home, Fanny said, "I *really* like to assist that poor old lady; for she seems to be so thankful for the least favors.

12. "Although I take pleasure in riding, yet it affords me *greater* pleasure to relieve the wants of the poor and needy."

13. "He that hath pity on the poor, lendeth unto the LORD; and that which he hath given, will He pay him again."*

LESSON L.

STUB'BORN, willful.
MAR'RED, impaired.
HAP'PI NESS, enjoyment.
RE FUSE', decline.
CAUS'ED, produced.
SE VERE', rigid.
SERV'ED, was used.
END'ED, finished.
PUSH'ING, crowding.
SCREAM'ED, cried out.
THOR'OUGH LY, completely.
DRENCH'ED, wet; soaked.
DROWN'ED, suffocated in water.
HUM'BLED, abased.
PROV'ED, was found to be.
MEN'TION, hint.
SUB DUE', conquer.
MAT'TERS, affairs.
PRIN'CI PLE, rule of action.
TRI'FLES, petty things.

* Proverbs, 19th chapter, 17th verse.

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THE STUBBORN GIRL AND THE GOAT.

1. MARIA would have been a very good girl, had it not been for one fault, which sadly marred her happiness: she was *stubborn.*

2. All the girls in school said they would like to play with Maria, if she were not so *willful.*

3. If she could have every thing done in her *own* way, she was a very pleasant girl to play with; but, if *not,* she would refuse to play.

4. She caused the teacher a great deal of trouble; for, if she was told to do any thing, which she did not *wish* to do, she would even *refuse* to obey her teacher.

5. But Maria was taught a severe lesson, one day, which, I think, she will not very soon forget.

6. She had to cross a stream of water, on a narrow plank, which served as a foot-bridge; but just as she stepped on one end, a goat jumped upon the other.

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7. Maria resolved she would not give up to the goat; so they met on the middle of the plank, and stood, a few minutes, looking at each other.

8. The plank was so narrow, that the goat *could not* turn back, and Maria *would not;* so he ended the dispute by pushing her into the water, and walking quickly over.

9. She screamed for help; but, as no one heard her, she had to get out of the water the best way she could. She was thoroughly drenched, and came very near being drowned.

10. She was very much humbled; but it proved a good lesson for Maria; for it cured her of her *willful conduct.*

11. After this, when she showed the least sign of being stubborn, the mere mention of "*The goat on the foot-bridge,*" would subdue her at once.

12. Though we should be *firm* in matters of duty and principle, yet we should not be *stubborn* about trifles; nor too proud to yield, when we know we are in the wrong.

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LESSON LI.

CRUMBS, small pieces.
PERCH, alight.
O′PEN ED, unclosed.
EN GAG′ED, employed.
SUD′DEN LY, hastily.
A LARM′ED, terrified.
SNATCH, seize.
PREY, spoil; booty.
RE LEAS′ED, set free.
SLIGHT′EST, most trifling.
IN′JU RY, hurt; harm.
DE STROY′, kill.
EX′ER CISE, practice.
SELF-CON TROL′, control of one's self.
CON TROL′, govern.
AP′PE TITE, desire for food.
PAS′SIONS, emotions.
RE VENGE′, return of injury.
THIRST′Y, desire for drink.
RE WARD′, recompense.

THE CAT AND THE CANARY-BIRD.

1. A LADY had a very pretty canary-bird, which was so tame, that she let it come out of its cage, and fly round the room, to pick up the crumbs of bread.

2. She had, also, a large black cat, which she had so trained, that the little canary-bird would perch on her head, and the cat would not disturb

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it, in the least. Indeed, they were *real friends.*

3. One morning, the lady opened the door of the cage, and let the bird fly and hop about the room, while she was engaged in sewing.

4. The old cat, which lay asleep on the rug, suddenly sprung up, seized the bird in her mouth, and jumped upon the table.

5. The lady was alarmed for the life of her pretty canary, and she started from her seat, to snatch the bird from the mouth of the cat.

6. Just at that moment, she saw the cause of the cat's strange conduct. The door had been left open, and a strange cat had just crept into the room, and was about to seize the bird for her prey.

7. The lady drove the strange cat out of the house, when her own cat leaped from the table, and released the little canary, without doing it the slightest injury.

8. It was the nature of this friendly

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cat to catch and destroy all the strange birds that came within her reach; but in respect to this little canary, she had learned to exercise *self-control.*

9. If children do not learn to *control* their appetites and evil passions, they will do them much harm.

10. When they have some nice fruit, or any thing which they like, unless they *control* their appetites, they are apt to eat too much, and thus injure their health.

11. Sometimes they get angry with their little playmates, and seek revenge by doing them some injury.

12. But they should learn to *control* this evil passion. The Bible teaches us to love our enemies, and to do good to them that hate us.

13. It says, "If thine enemy be hungry, give him bread to eat; and if he be thirsty, give him water to drink: for thou shalt heap coals of fire on his head, and the LORD shall reward thee." *

* Proverbs, 25th chapter, 21st and 22d verses.

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LESSON LII.

CHOICE, selection.
FAIR'Y, fancy; ideal.
GOLD'EN, shining, like gold.
SOAR, fly aloft.
BRIGHT, clear; transparent.
ON'LY, merely.
GLIT'TER, shine; sparkle.
SPARK'LING, glittering.
BLOS'SOM, bloom.
CAR'OL ING, singing.
GLIT'TER ING, shining.
FAIR, comely; beautiful.
VIEW, see; behold.
SHED'DING, diffusing.
EV'ER Y-WHERE, in all places.
SIN CERE', honest.

CLARA'S CHOICE.

1. I WOULD not be a fairy bird,
With wings of golden hue,
That can not think, or speak a word,
Or learn to read, — *would you'?*

2. I would not be a butterfly,
To soar the bright air through,
Only to glitter, and to die,
And live no more, — *would you'?*

3. I would not be a rose-bud gay,
All sparkling in the dew,
Only to blossom for a day,
And give out sweet, — *would you'?*

4. But, like the birds, I would be free,
As bright and happy too,

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Caroling still my note of glee,
To cheer the world,—*wouldn't you'?*

5. Or, like the glittering butterfly,
I would be fair to view,
And useful too, that every eye
Might love me,—*wouldn't you'?*

6. Or, like the rose, I would be fair,
And kind and loving too,
Shedding rich fragrance everywhere
For others,—*wouldn't you'?*

7. But, more than all, I would be good,
Sincere, and pure, and true;
And, as I eat my daily food,
Grow wiser,—WOULDN'T YOU'?

LESSON LIII.

SERV' ANT, one who serves.
STEAL' ING, thieving.
WRIT' ING, any thing written.
CAR' RY, convey.
CON CEAL', hide.
THEFT, act of stealing.
FEIGN' ING, pretending.
DE NI' ED, refused to own.
FI' NAL LY, lastly.
CON CLUD' ED, decided.
CON FESS' ED, owned.
SIM' I LAR, like.
DAR' ED, ventured.
RE VEAL' ED, made known.
BE HOLD' ING, seeing.
SE' CRETS, hidden things.

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HOW A SERVANT WAS CURED OF STEALING.

1. HERE we see Herman and Charlotte going home from school, and reading, in their new book, about the servant who was cured of stealing.

2. The story is this: "An ignorant servant, who had never seen any writing, was sent by his mistress, to carry a letter and some oranges to a lady.

3. "On the way, he ate the oranges. When he gave the letter to the lady, she read it, and then asked him for the oranges.

4. "He, at first, tried to conceal the

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theft, by feigning to be ignorant of what she wanted. But she told him that the letter said, that his mistress had sent her some oranges.

5. "He denied that any had been sent by him. Finally, he concluded that the letter had seen him eat the fruit, and had revealed the fact.

6. "When he was sent again to carry a letter and some oranges to the lady, he hid the letter under a stone, that it might not see him eat the oranges.

7. "He then took the letter from under the stone, and carried it to the lady; who, after reading it, asked him for the oranges; when he confessed he had eaten them.

8. "After that, when he was sent on a similar errand, he dared not steal; for he thought that the letter knew and revealed his wicked conduct."

9. If any of my young readers should ever be tempted to *steal*, or *deceive by telling a falsehood*, I hope they will call to mind the story of this ignorant servant.

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10. Although they would know that a letter could not see nor reveal what they did, yet they should remember, there is ONE who sees and knows all they think or do.

11. "The eyes of the LORD are in every place, beholding the evil and the good;" and "He knoweth the secrets of the heart."

LESSON LIV.

MEAN, intend.
THOU'SAND, ten hundred.
CON'QUER, overcome.
RE PEAT', recite.
WAR'RIOR (war'yur), soldier.
DE FEAT'ED, conquered.
EN'E MIES, foes.
O BLIG'ED, compelled.
FLEE, run away.
BUILD'ING, edifice.
DE FEAT', overthrow.
REACH'ED, came to.
COUR'AGE, resolution.
SUC CESS'FUL, prosperous.
EX CLAIM'ED, cried out.
EF'FORT, exertion.
SUC CEED', gain an object.
PA'TIENCE, calm endurance.

THE LITTLE CONQUEROR.

1. "OH, dear!" said little Edward, "I never can learn this long lesson; it is so hard! I mean to give it up!"

2. "Give it up', my son'?" said his mother. "Never let it be said that a

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lesson which a thousand *other* children have learned, shall conquer *you*."

3. "Well, mother," said Edward, "I have read this lesson over more than *twenty times*, for the last hour, and still I can not repeat it."

4. "And yet, my son," said his mother, "you have not tried it one *half* as many times as the little ant did to get a kernel of corn into his cell."

5. "Why, mother," said Edward, "how many times did *he* try? Please tell me the story."

6. "The story is this," said his mother: "Timour was a great warrior; but he was several times defeated by his enemies, and he was obliged to flee from them, and hide in an old building.

7. "He was very much cast down by his defeat, and he almost resolved that he would never try to conquer them again.

8. "One day, he saw a little ant trying to get a kernel of corn into

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his cell, which was nearly at the top of the wall; but just before he reached it, his strength failed, and he fell to the floor.

9. "But the little ant did not give it up. He seized hold of the kernel of corn, and tried again; and he fell to the floor the second time.

10. "Thus he went on trying *sixty-nine* times, and fell to the floor as many times; but the *seventieth* time he reached the cell with his prize.

11. "The conduct of the ant gave Timour *courage* to try again to conquer his enemies; and he was successful. He never forgot the lesson he learned from the little ant."

12. "*Good!* for the little ant and the warrior too!" exclaimed Edward. "I will do by my lesson, as the ant did by the kernel of corn: I will not give it up: I will yet *conquer* it."

13. After a little effort, he *did* get his lesson. He learned it thoroughly. And seldom, after that, did Edward fail to conquer his lessons.

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14. 'Tis a lesson you should heed,
Try, try again;
If, at first, you don't succeed,
Try, try again:
All that other folks can do,
Why, with patience, may not you?
Only keep this rule in view, —
Try, try again.

LESSON LV.

AP PLY', use or employ.
A PART', at a distance.
COURSE, range; row.
PROS' TRATE, flat on the ground.
NEXT, nearest.
RAIS' ING, lifting.
MAN KIND', human beings.
BE LOW', beneath.
HAT' ED, disliked.
RE JOICE', be glad.
MIS FOR' TUNE, ill-fortune.
PRO MOTE', advance.

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THE BOY AND THE BRICKS.

1. A BOY, hearing his father say, "It was a poor rule that would not work both ways," thought, if his father could apply this rule to his work, he would try it in his play.

2. So he set up a long row of bricks, four or five inches apart, and then he tipped over the first brick, which struck against the second, and caused it to fall against the third, and so on through the whole course, until all the bricks lay prostrate.

3. "Well," said the boy, "each brick has knocked down his neighbor which stood next to him; but I only tipped one. Now I will raise one, and see if it will raise all the rest." But he looked in vain to see them rise.

4. "Here, father," said the boy, "is a poor rule; for it will not work both ways. The bricks knock each other down; but they will not raise each other up."

5. "My son," said the father, "your

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bricks and mankind are, in some respects, very much alike. They are both made of clay, and are more active in knocking each other down, than they are in helping each other up.

6. "When men fall, they like to have others fall too; but when they rise, they like to stand alone, and see others prostrate, and below them."

7. The Bible says, "The poor is hated even of his own neighbor; but the rich hath many friends."

8. We should never rejoice at the misfortune of others; but seek to promote the welfare and happiness of our fellow-beings.

LESSON LVI.

MIS'CHIEV OUS, doing mischief.
MIS'CHIEF, harm.
PER HAPS', it may be.
DREAD'FUL LY, terribly.
RUSH'ED, moved violently.
KICK'ING, striking with the feet.
WRITHE, twist.
PUN'ISH MENT, chastisement.
AG'O NY, extreme pain.
LEAP'ED, bounded.
CLAP'PING, striking together.
SOR'ROW, grief or regret.
SWOLL'EN, swelled.
SCARCE'LY, hardly.
COM PAN'IONS, associates.
RIGHT'EOUS, just.
RE GARD'ETH, valueth.
MER'CY, compassion.

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THE CRUEL BOY AND THE HORNET'S NEST.

1. Peter Sprague was a mischievous boy, and caused himself and others a great deal of trouble.

2. He was a very bright boy; but he seemed to take more pleasure in doing *mischief*, than in doing *good*.

3. One day, he found a hornet's nest in some bushes that stood in the edge of the pasture, in which some cattle and horses were feeding.

4. Perhaps, you never saw a hornet's nest. It is made round, like a bladder, and hangs on the limb of a tree or bush, with a hole at the bottom, through which the insects pass in and out.

5. Hornets are much larger than the honey-bee. They have powerful stings, and fight dreadfully when any one disturbs their nest.

6. Peter would often thrust a stick into their nest, and then run and hide in the thick bushes, where the hornets

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could not find him. In this way, he made them very cross.

7. One day, he took some salt, and spread it on the grass, near the hornet's nest, and then called the cattle and horses to lick it up.

8. As soon as they began to lick the salt, Peter threw a club against the nest, when the hornets rushed out and stung the cattle and horses, in a cruel manner.

9. They ran, bellowing and kicking, around the pasture, as though they would kill themselves. This was very cruel, and yet it was sport for this wicked boy.

10. But he was justly punished for his cruel conduct. He was so pleased to see the poor cattle and horses jump and writhe with agony, that he leaped out of the bushes, clapping his hands, and laughing and shouting at a great rate.

11. But his joy was soon turned to sorrow; for, some of the hornets, seeing him coming out of the bushes, flew

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at him, and stung his face and neck, causing him to cry for pain.

12. He ran home as fast as he could; but his face was so swollen by the stings of the hornets, that he could scarcely see for many days.

13. But Peter did not receive much pity from his young companions; for they all had heard how he came to be stung so badly.

14. I hope none of my young friends who read this story, will ever be as cruel as this wicked boy.

15. "A righteous man regardeth the life of his beast; but the tender mercies of the wicked are cruel." *

LESSON LVII.

VIL'LAGE, small collection of houses.
PO'NIES, small horses.
PU'PILS, students.
FAIL'ED, did not succeed.
DE PORT', behave.
TRY, endeavor.
AP PROACH'ING, coming near.
WHIS'TLE, shrill sound.
CAN'TERED, galloped.
MIGHT, strength.
MAN'AGE, control.
DE SCRIB'ING, representing.
IN'CI DENTS, events.
TRANS'PIRED, taken place.
DE'LIGHT FUL, pleasing.
EN JOY'ED, taken pleasure in.

* Proverbs, 12th chapter, 10th verse.

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THE RIDE ON THE PONIES.

1. Mr. Romer taught a boarding-school, in a pleasant village near the banks of the Hudson River.

2. He kept two little ponies, on purpose for his pupils to ride out in the country, when the weather was pleasant.

3. Mr. Romer also kept a fine large horse for his own use; and when his pupils rode out, he always went with them.

4. If any of the pupils failed in getting their lessons, or did not deport themselves in a proper manner, Mr. Romer would not allow them to ride on his ponies.

5. As the pupils were all very fond

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of riding, they seldom failed in their lessons, and always tried to behave in a proper manner.

6. This they should try to do, at all times; not merely for the sake of riding on the ponies; but because it will add to their real pleasure to do so.

7. One afternoon, as they were riding along near the railroad, they saw a train of cars approaching, and Mr. Romer told them to turn the next corner, and ride up the hill; "for," said he, "I fear your ponies will be frightened."

8. Soon after they turned the corner, the whistle of the engine so frightened the ponies, that they cantered up the hill with all their might.

9. But Mr. Romer had taught his pupils how to manage them, when they became frightened, so that they had no fear of being thrown off and hurt.

10. When they came to the top of the hill, they turned the ponies around to look at the train of cars, as it

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passed, so that they might not again be frightened by it.

11. Then they rode home; and, after tea, they wrote letters to their friends, describing the incidents that had transpired, and the delightful ride they had enjoyed.

LESSON LVIII.

GE OG′ RA PHY, description of the GLOBE, round body. [earth.
EARTH, globe we inhabit.
MAP, chart.
PICT′ URE, representation.
SAIL′ ED, passed in a vessel.
PROOF, evidence.
SHAD′ OW, shade.
SUR′ FACE, external part.
MO′ TIONS, movements.
RE VOLVES′, turns or rolls round.
CAUS′ ES, produces.
AP PEAR′, seem.
ROLLS, revolves.
OP′ PO SITE, contrary.
DI REC′ TION, course; way.
DIF′ FER ENT, unlike.
SEA′ SONS, divisions of the year.

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A LESSON IN GEOGRAPHY.

Susan. Mother, will you please hear me recite my lesson?

Mother. Yes, Susan; bring me your book. What is the shape of the earth?

Susan. It is round, like a globe or ball.

Mother. How do you know that the earth is round?

Susan. Why, it looks as though it were round, on the map.

Mother. Yes; but the map is only a picture of the eartn; and the picture may be wrong.

Susan. Well, the book says the earth is round; for many people have sailed around it.

Mother. Yes; that is one proof that the earth is round; and another is, that the shadow of the earth on the moon, is round; and if the shadow is round, the earth must be round. How much of the earth's surface is land?

Susan. About one-fourth is land: the rest is water.

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Mother. Can you tell how far it is round the earth?

Susan. Yes; it is about twenty-five thousand miles.

Mother. Has the earth any motions?

Susan. Yes; it revolves on its axis, from west to east, once in twenty-four hours, and this causes day and night.

Mother. How do you know that the earth revolves on its axis, from west to east, once in twenty-four hours?

Susan. Why, the sun, moon, and stars, all appear to move from east to west; and if the earth rolled round from east to west, they would all appear to move from west to east.

Mother. Yes; as you ride along in a rail-car, the trees and houses appear to move in an opposite direction from that in which you are going. It is just so with the sun, moon, and stars. Has the earth any other motion?

Susan. Yes; it revolves around the sun, once in a year, which causes the different seasons, — Spring, Summer, Autumn, and Winter.

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LESSON LIX.

TI'NY, small; little.
A WHILE', a short time.
THREW, cast; flung.
CARE'LESS LY, heedlessly.
ROUND, circle or circuit.
STUR'DY, stout; hardy.
FIERC'EST, most violent.
DE FY', dare; brave.
UP ROOT', tear up; upturn.
HAB'ITS, customs; practices.

THE BOY AND THE ACORN.

1. A VERY little boy once found
A tiny acorn on the ground;
Awhile he held it in his play,
Then threw it carelessly away.

2. Winters and summers ran their round,
And now on that same spot is found
A sturdy oak, whose branches high,
The winter's fiercest storms defy.

3. The child who threw the acorn there,
Has been a man this many a year;
But though a large, strong man is he,
He never could uproot that tree.

4. And so 'tis with our habits strong;
They grow, each day, for right or wrong;
And he who forms them as he should,
Will see that every one is good.

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LESSON LX.

TRAV′EL ING, journeying.
NORTH′ERN, being in the north.
COAST, shore.
MUS′CLE, small shell-fish.
STREW′ED, scattered.
BEAKS, bills.
CON TRIV′ED, devised.
EF FECT′, accomplish.
OB′JECT, purpose.
MODE, way; manner.
TRU′LY, really.
WOR′THY, deserving.
NO′TICE, attention.
BREAK′ING, smashing.
RE MARK′, observation.
WAYS, means; methods.

THE CROWS AND THE MUSCLES.

1. As a man was once traveling on the northern coast of Ireland, he saw more than a hundred crows, at once, trying to break open the shells of the muscles that lay strewed along the shore.

2. But finding the shells too hard to break with their beaks, they contrived to effect their object in some other way. The mode of doing this, was truly worthy of notice.

3. Each of the crows took a muscle up in the air, thirty or forty yards high, and let it fall on the stones; and thus, by breaking its shell, easily obtained its flesh.

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4. Some children, when they are told to do any thing, will say, "*I can't do it,*"—even before they have *once* tried. This is a very silly remark, and should never again be heard.

5. One trial more, and the thing, perhaps, may be done; but should *this* fail, it may be done in some *other* way. Never say, "*I can't do it.*"

6. The crow that could not open the shell with his beak, broke it by a fall, and so got the muscle; and the little boy or girl who is told to do any thing, should not give it up, till *all* ways have been tried.

LESSON LXI.

PUR'CHASE, buy.
GERM, seed-bud.
PLUCK'ED, pulled.
UG'LY, hateful.
In spite of, in defiance of.
THRIVE, grow; increase.
SELF'ISH NESS, self-love.
HU MIL'I TY, freedom from pride.
SHOW'Y, gaudy.
VI'O LET, dark blue flower.
VAN'I TY, pride; self-conceit.
HURT'FUL, injurious.
IN'DUS TRY, diligence.
I'DLE NESS, indolence.
AN''GER, hatred.
TEM'PERS, dispositions.
FRIEND'LY, favorable.
NOX'IOUS, hurtful.

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THE LITTLE FLOWER-GARDEN.

1. ARTHUR and Laura had each a little garden of their own, which had been given them by their kind father.

2. He told them that they must take care to pull out all the weeds, and to do all they could to make the flower-plants grow.

3. Their father also gave them some money, and told them to purchase flower-seeds to plant in their garden.

4. When the little germs began to peep out of the ground, Arthur and Laura watered them every day; and, as the plants grew, they were careful to keep them free from weeds and insects.

5. They made a nice gravel-walk

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around their flower-beds, which they kept quite smooth and clean.

6. Each day, when they came home from school, they would run into the garden to look at their sweet flowers. With all this care, their flower-beds looked very pretty.

7. But the weeds gave them a great deal of trouble. For, almost as fast as they were plucked up in one place, they grew in another.

8. "I do not like those ugly, naughty weeds," said Laura to her mother. "They must not grow in my garden: I want only sweet flowers to be there."

9. "Yes," said Arthur; "I am sure we have tried our best to keep them out; but still they will grow in spite of all we can do."

10. "It is just like some other little gardens," said their mother, "in which I wish to see only sweet flowers grow; but, I am sorry to say, I have seen many noxious weeds thrive there, though great pains have been taken to keep them out.

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11. "I have often thought I could see a few buds; but they have not come into full blossom. And, sometimes, where I hoped to find a flower, I have only plucked a weed."

12. "What little gardens do you mean, mother?" said Laura.

13. "They are *the gardens of your young hearts*, my children," said their mother. "You know I have wished to see nothing grow there but pleasant flowers.

14. "One of these is *Kindness;* and a very large and pretty plant it is, when full-grown; but the weeds of *Selfishness* too often spring up around it, until it is quite covered from my view.

15. "*Humility* is a very lovely flower. It does not make much show; for, like the sweet violet, it hides itself among its own leaves.

16. "It is a sweet-smelling blossom; but there are tall and showy weeds, called *Pride* and *Vanity*, which, though

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they please some eyes, are very hurtful to the flowers.

17. "*Truth* is another plant in these gardens; but the hurtful weeds of *Falsehood* will come up by its side, and cause it soon to wither and die.

18. "Then there are other flowers, known by the names of *Industry* and *Peace*, which are very beautiful; but the weeds of *Idleness* and *Anger* often choke the plants, before they are fully grown."

19. "Oh, mother! *now* I know what you mean," said Arthur. "The flowers are *good tempers* and *conduct*, and the weeds are our *wicked passions* and *evil ways*."

20. "You are right, Arthur; and you and your sister should know, that the soil of your hearts is friendly to the growth of these hurtful weeds.

21. "You must strive to root out, and subdue these noxious weeds; and then I shall see in you those flowers, which are the most lovely that can be found in the human heart."

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LESSON LXII.

IS IT YOU?

1. THERE is a child′, — a boy or girl′, —
I'm sorry it is true′, —
Who *doesn't mind* when spoken to′:
Is it′? — it *isn't* you!
O no! it *can't* be you!

2. I know a child′, — a boy or girl′, —
I'm loth to say I do′, —
Who *struck* a little playmate child`:
Was it′? — it *wasn't* you!
I *hope* that *wasn't* you!

3. I know a child′, — a boy or girl′, —
I hope that such are few′, —
Who *told a lie`!* yes; TOLD A LIE`!
Was it′? — it *wasn't* you!
It can not *be* 'twas you!

4. There is a boy′, — I *know* a boy′, —
I can not love him though′, —
Who *robs the little birdies' nests;*
Is it′? — it *can't* be you!
That bad boy *can't* be you!

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5. A girl there is′,—a girl I *know*′,—
And I could love her too`;
But that *she is so proud and vain;*
Is it′?—it *can't* be you!
That *surely* isn't you!

LESSON LXIII.

SENS′ ES, faculties.
COUS′ IN, child of an uncle or aunt.
SMELL′ ED, scented.
BE HIND′, in the rear of.
SWEET′ LY, delightfully.
BLIND′ FOLD, hinder from seeing.
HAND′ KER CHIEF, cloth used for the face.
IN TRO DUCE′, lead in.
VIS′ IT OR, one who goes to see another.
AR′ TI CLE, commodity.
DIS COV′ E RY, disclosure.
DE CEIV′ ED, misled.

THE FIVE SENSES.

Edgar. Father, I have heard some people say, we have *five senses;* and I

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asked a man what they are, and he said he could not tell. I then asked my cousin, and he said we have four senses, — *walking*, *talking*, *eating*, and *drinking*. Is it so? do tell me.

Father. You have just been telling me how beautiful the country looked, covered with snow, as you were riding through it, a few days ago; how did you find it out?

Edgar. How did I find it out? Why, father, I *saw* it with my eyes.

Father. Could you know any thing, if you had no eyes, Edgar?

Edgar. I think not, father. I should then be, as I feel in the night; it is so dark, that it seems as if there were nothing around me.

Father. Shut your eyes. There; tell me now, is this bench hard or soft?

Edgar. The bench is hard, father.

Father. How do you know that it is hard, when your eyes are shut?

Edgar. It is true, I can not see it; but I know it very well, when I *touch* it.

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Father. You can know something in *two* ways, then, — by *sight* and *touch.* Now shut your eyes again, and put your hands behind you. What is this that I have put under your nose?

Edgar. Why, it is a rose, Father!

Father. But how do you know it is a rose, when you have neither seen nor felt it?

Edgar. Why, I *smelled* it; nothing smells so sweet! Oh, father, there are *three* ways of knowing things, — by *seeing, feeling,* and *smelling!*

Father. I will now blindfold you with this handkerchief, so that you can not see, if you wish to. There, do you see now?

Edgar. Indeed, father, I can not see any thing.

Father. Now, put one hand behind you, and hold your nose with the other, so that you can neither see, feel, nor smell. I will now introduce a visitor to you. Come here, my friend, and wish Edgar, good evening.

Anna. Good evening, Edgar.

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Edgar. Good evening, Anna.

Father. Ha! how do you know this is Anna?

Edgar. Because I *heard* her speak; and do you not think I can tell my sister's voice?

Father. Very well; here, then, is a *new* discovery. Now do you know how many ways there are of knowing things?

Edgar. Four, — *seeing*, *feeling*, *smelling*, and *hearing*.

Father. Anna, place your hands over Edgar's ears; then we shall see if there is another way of knowing things. Open your mouth. What have I put into it?

Edgar. A piece of candy.

Father. How do you know that it is candy?

Edgar. Trust my *taste*, to be sure, — I am quite a judge of that article.

Father. Your taste has not deceived you. But what *new* way have you found of knowing things?

Edgar. By my *taste*.

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Father. Now, my son, you have found out *five means*, by which we can gain a knowledge of any thing; and they are *seeing*, *feeling*, *smelling*, *hearing*, and *tasting*. These are called the FIVE SENSES.

LESSON LXIV.

EAR'LY, in good season.
CUS'TOM ERS, purchasers.
DEALT, traded.
MAR'KET-HOURS, time for trading.
DEAL'ERS, traders.
STEAD'I LY, constantly.
DE CREAS' ING, diminishing.
DE FECTS', faults.
DIS HON'EST, fraudulent.
FU'TURE, time to come.
PUR'CHAS ED, bought.
NIN'NY, simpleton.
EARN'ED, gained.
PROV'ED, was found to be.
PROS'PECTS, objects in view.
DE SIRE', wish.
MER'CHANT, dealer.
TRUST'Y, faithful.
DE CID'ED, concluded.
CON'FI DENCE, trust; reliance.

THE TWO MARKET-BOYS.

1. Two boys came to a market-town, early in the morning, and, spreading out their little stands, stood waiting for customers. Richard sold melons and other fruits, and William dealt in oysters and fish.

2. The market-hours passed along, and the little dealers saw, with pleas-

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ure, their stores steadily decreasing, while the money was filling their pockets.

3. The last melon lay on Richard's stand, when a gentleman came along, and, placing his hand upon it, said, "What a fine, large melon! I think I must buy it. What do you ask for it, my boy?"

4. "That melon is the last I have, sir; and, though it looks very fair, there is an unsound spot on the other side," said Richard, turning it over.

5. "So there is," said the man. "I think I will not take it. But," said he, looking at Richard, "is it very business-like to point out the defects of your fruit to customers?"

6. "I think it is better than to be dishonest, sir," said Richard.

7. "You are right, my boy," said the man; "always speak the truth, and you will find favor with God and man. You have nothing else I wish for, this morning; but I shall not forget your little stand in future."

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8. The gentleman then passed along to William's stand, and said, "You have some very fine-looking oysters, my boy. Are they fresh'?"

9. "Yes, sir," said William; "they were fresh this morning." The gentleman purchased a peck of oysters, and went home.

10. After the man had gone, William turned to Richard, and said, "What a ninny you were, to show the gentleman that spot in the melon! Now you can take it home for your pains, or throw it away.

11. "How much wiser is he about those oysters? I sold them at the same price I did the fresh ones. He never would have looked at the melon, until he had gone away."

12. I would neither tell a lie, nor *act* one, for twice what I have earned this morning," said Richard. "Besides, I shall be richer in the end; for *I* have *gained* a customer, and *you* have *lost* one."

13. And so it proved; for, the next

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day, the gentleman bought quite a supply of fruit of Richard; but he never spent another penny at William's stand.

14. The gentleman, finding he could get a good article of Richard, always bought of him; and sometimes talked a few minutes with him, about his future hopes and prospects.

15. Richard had a great desire to be a merchant; and when the winter came, the gentleman wanted a trusty boy for his store, and he decided to give the place to Richard.

16. Richard went to live with the gentleman; and he steadily won the confidence of his employer, till, at length, he became one of the partners in the firm.

LESSON LXV.

RE QUEST′ ED, asked.
SLEEP′ ING, reposing.
OB SERV′ ED, noticed.
AT TEN′ TION, care; heed.
DRAW, sketch; describe.
IN′ FANT, young child.
EN TREAT′ ED, besought.
IN TEND′ ED, designed.
REP RE SENT′, show; portray
AC′ CU RA CY, correctness.
RE SEM′ BLE, liken.
NAT′ U RAL, according to nature.
IM PROV′ ING, making better.
EM PLOY′, use; occupy.

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THE YOUTHFUL PAINTER.

1. When Benjamin West was a little boy, his mother requested him to rock the cradle, in which his infant brother was sleeping, while she went to visit one of her neighbors.

2. While rocking the cradle, he observed the child with much attention, and was pleased to see it smile in its sleep.

3. Seeing a piece of paper, pen and ink, lying on the table, he began to draw a picture of the smiling infant.

4. When his mother came home, he entreated her not to be angry with

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him for taking the pen, ink, and paper; and showed her the picture he had made.

5. His mother knew, at once, what the picture was intended to represent. She kissed her dutiful boy, and told him he had done well.

6. She was so much pleased with his first effort, that she told him he might try to draw a picture of some flowers that stood in a vase.

7. He drew them with much accuracy, and painted them so as to resemble, very nearly, the natural flowers.

8. Thus he went on, improving every day, till, at last, he became one of the finest painters in the world.

9. What Benjamin West could do, other little boys might do, if they would, like him, employ their time to some useful purpose.

10. Children can not pay too much attention to the wishes of their parents. Mr. West was often heard to say, "My mother's kiss made me a painter."

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LESSON LXVI.

GLEAN'ER, gatherer.
SHEAF, bundle.
GATH'ER ED, collected.
IN'TER EST ING, pleasing
FOL'LOW ING, succeeding.
VERS'ES, stanzas.
NIM'BLY, quickly; briskly.
SICK'LE, instrument for reaping.
EA'GER LY, earnestly.
HAST'ENS, hurries.
GRATE'FUL LY, thankfully.
RE CEIVES', takes; accepts.
O VER-FLOW'ING, abundant.
SUB LIME', grand; noble.
COST'LY, expensive.
RU'BIES, precious stones.
EAR'NEST, eager; ardent.
ERE, before.

THE LITTLE GLEANER.

1. Do you know what this girl has on her head'? Yes; it is a sheaf of wheat or barley.

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2. She has been out in the field to glean after the reapers. She is a gleaner. Do you know what a *gleaner* means?

3. Yes; it is *one that gathers after the reapers.* This girl has gathered a large sheaf, besides filling her apron with what the reapers had left.

4. Did you ever read about a gleaner, by the name of Ruth, who gleaned barley, after the reapers, in the fields of Boaz'?

5. If you have not, you can read an interesting account of her, in the Book of Ruth, in the Bible.

6. Some one who writes for the "*Young Reaper,*" a very pretty paper for children and youth, has written the following beautiful verses, about *The Little Gleaner:*

7. Nimbly flies the shining sickle,
Swiftly drops the golden grain,
Eagerly the little gleaner
Hastens o'er the new-mown plain.

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8. Patiently she stoops to gather,
Gratefully her hand receives
All the busy reaper scatters
From his over-flowing sheaves.

9. Little children, there are reapers
In the harvest-field of time;
You may be the happy gleaners
Of the truths of life sublime.

10. Dearer they than costly rubies;
Purer than the finest gold;
Oh, with earnest spirit hasten,
Ere the days of youth are told!

LESSON LXVII.

Toss, roll and tumble.
Pranks, freaks; frolics.
Dull, stupid; sluggish.
No' blest, most honorable.
Tempt' ed, urged; enticed.
Vir' tue, moral goodness.
Tempt' er, enticer.
Fol' lies, foolish acts.
Throng, press; crowd.
Ac' tions, deeds.

"I CAN'T."

1. Never say, "I can't," my dear;
Never say it.
When such words as those I hear,
From the lips of boy or girl,
Oft they make me doubt and fear:
Never say it.

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2. Boys and girls that nimbly play,
Never say it.
They can jump and run away,
Skip and toss and play their pranks;
Even *dull* ones, when they're gay,
Never say it.

3. Never mind how hard the task,
Never say it.
Find some one who knows, and ask,
Till you have your lesson learn'd;
Never mind how hard the task;
Never say it.

4. Men who do the noblest deeds,
Never say it.
He who lacks the strength he needs,
Tries his best, and ne'er gives o'er,
Surely will, at last, succeed;
Never say it.

5. But, when tempted to do wrong,
ALWAYS *say it.*
In your virtue, firm and strong,
Drive the tempter from your sight;
And when follies round you throng,
EVER *say it.*

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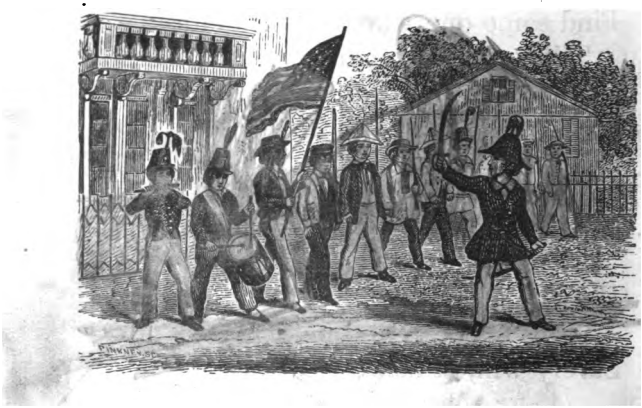
6. When good actions call you near,
Never say it.
Drive away the rising fear,
Get your strength where good men do.
All your paths will then be clear,
And you'll find a happy year;
NEVER SAY IT.



LESSON LXVIII.

OC CUR', happen.
BAN' ISH, drive away.
COUN' TE NANCE, face.
FA' VOR ITE, regarded with favor.
RATH' ER, more willingly.
HU' MOR, temper.
FORM' ED, arranged.
MARCH' ING, moving in order.
OF' FICE, duty.
CON' STANT LY, continually.
IM POR' TANT, essential.
DE CLAR'-ED, affirmed.
VEX' ED, provoked.
EX ACT' LY, precisely.
SKILL' FUL, dexterous.
TRUST' ED, depended on.
RE QUIR' ED, demanded.
SPE'' CIAL, particular.

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LEARN TO TOE THE MARK.

1. LYMAN FOSTER was a quiet little boy, with a smiling face, who, at first sight, won the esteem of all who knew him.

2. He was a good-natured boy, and seldom did any thing occur to banish the pleasant smile from his countenance.

3. But still he was not a *favorite* boy to play with. Most of the boys at school, would rather play with any *other* boy, even though he *did* sometimes get out of humor.

4. One day, Thomas Benton had formed a company of little soldiers, and he was marching them round the square with a great deal of pride.

5. Lyman Foster wished to join the company, and he felt very proud, when he was raised to the office of corporal.

6. But he did not do his *duty*. Captain Benton was constantly finding fault with him. "Corporal Foster," he would say, "*why don't you toe the mark?*"

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7. Corporal Foster gave a good-natured smile; but did not seem to think it *important* to do what he had been told.

8. This put the captain out of patience; and he declared that he would not have a man in his company, who would not *obey orders:* and so the company was broken up.

9. While all the *other* boys were vexed, Corporal Foster was as cheerful as ever, and thought it strange, that the *others* did not like to train with him. The trouble was, "*he would not toe the mark.*"

10. So it was in all their sports. The boys did not like to play with Corporal Foster; for he never really tried to do any thing exactly as it ought to be done.

11. It has been just so with him ever since. Corporal Foster is *careless* still. "*He does not toe the mark*" in any thing he attempts to do.

12. When he went to school, it was very seldom he had a good lesson.

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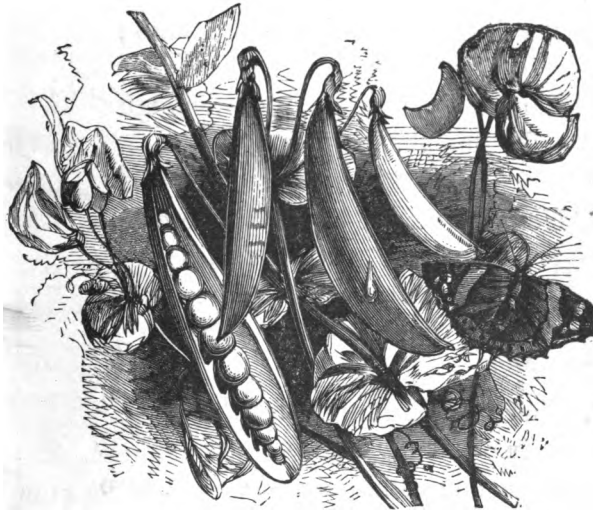
He went to learn a trade; but he never became a skillful workman.

13. He never could be trusted to do any work that required *special care;* because he did not learn to "*toe the mark*" when he was young.



LESSON LXIX.

RIP′EN ING, maturing.
POD, seed-case.
SKILL′ FUL LY, dexterously.
LIN′ING, inner cover.
POL′ISH ED, made smooth.
TIGHT, close; snug.
CLOS′ED, shut; fastened.
EX POS′ED, laid open.
DIS OR′DER, confusion.
AN′Y WHERE, in any place.
CON DE SCENDS′, descends.
PRE″CIOUS, valuable.

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THE WORKS OF GOD, PERFECT.

1. How neatly all the seeds are laid
   Within the ripening pod!
   How skillfully they, too, are made!
   This is the work of GOD.

2. The lining is not harsh or rough;
   But soft and polished well;
   Each little seed has room enough
   Within its tiny cell.

3. How very tight the sides are closed
   Against the wind and rain!
   For, if the seeds were left exposed,
   They would not grow again.

4. There's no disorder anywhere
   In what my Father does;
   He condescends to make with care
   The smallest flower that grows.

5. Let children who would learn from Him,
   Neat habits seek to gain;
   Or they will waste much precious time,
   And do their work in vain.

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LESSON LXX.

SIGN, token; evidence.
LOTH, unwilling.
DUNCE, blockhead.
HOARD′ ING, laying up.
MI′ SER, covetous person.
SPEND′ THRIFT, prodigal.
DIS PUT′ ING, contending.
QUAR′ REL SOME, contentious.
PAS′ SION ATE, revengeful.
FILTH′ Y, dirty; impure.
DRUNK′ ARD, one who gets drunk.
PAU′ PER, poor person.
O BE′ DI ENT, dutiful.
RE GARD′, look upon.
PRO FANE′, impious.
VUL′ GAR, low; obscene.
SHUN′ NED, avoided.
DE SPIS′ ED, scorned.
CHAR′ AC TER, peculiar qualities.
GEN′ ER AL, universal.

SIGNS THAT SELDOM FAIL.

1. SOLOMON, the wisest man that ever lived, has said, "Even a child is known by his doings, whether his work be pure, and whether it be right."

2. Boys and girls, even while they are very young, often show *signs* of what they are likely to be, when they come to be men and women.

3. When I see a boy who is *loth to go to school*, and who tries to find some excuse to stay at home, and to neglect his books, I think it is a *sign*, that he will be a *dunce*.

4. When I see a boy always *saving nice things for himself*, and not will-

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ing that *others* should share with him, I think it is a *sign*, that he will become a *selfish person.*

5. When I see a boy *hoarding his pennies*, and not willing to part with them for any good purpose, I think it is a *sign*, that he will be a *miser.*

6. When I see a boy *spending all his money*, as soon as he gets it, I think it is a *sure sign*, that he will be a *spendthrift.*

7. When I see boys and girls often *disputing* and *quarreling* with each other, I think it is a *sign*, that they will become *passionate* and *quarrelsome* men and women.

8. When I see a boy *smoking cigars*, or *chewing tobacco*, I think it is a *sign*, that he will soon be guilty of *other filthy habits.*

9. When I see a boy willing to take *strong drink* of any kind, I think it is a *sure sign*, that he will become a *drunkard* and a *pauper.*

10. When I see boys and girls who are *not obedient to their parents*, I

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regard it as a *sign*, that *they will not enjoy a long and happy life.*

11. When I hear a boy *using profane* or *vulgar language*, I think it is a *sign*, that he will be *shunned* and *despised* by all good persons.

12. When I see a boy taking from his playmates *small things* that do not belong to him, I think it is a *sign*, that he will become a *thief.*

13. When I see a boy *spending his time in idleness*, when he should be at study or work, I think it is a *sign*, that he will become a *lazy man.*

14. These *signs* I have observed for many years; and, though great changes sometimes take place in the character of persons, yet as a general rule, THESE SIGNS SELDOM FAIL.

LESSON LXXI.

HAP′ PEN ED, chanced.
CON STRUCT′ ING, building.
CU′ RI OUS, ingenious.
FAB′ RIC, structure.
WATCH′ ED, observed.
HITH′ ER, to this place.
THITH′ ER, to that place.
WHEN EV′ ER, at whatever time.
WEA′ RY, tired.
GUESS′ ED, conjectured.
PROF′ IT, benefit.
WHAT EV′ ER, all that.
PA′ TIENT LY, diligently.
TIRE′ SOME, wearisome.

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THE BOY AND THE ROBIN.

I.

A LITTLE boy happened, one morning, to see
A robin constructing her nest on a tree;
The fabric so curious she just had begun,
So he watched her, each day, till the work was all done.

II.

Hither and thither, and around and around,
Now on the branches, and now on the ground,
The little bird flew; but, whenever she came,
She brought something back her new fabric to frame.

III.

"I wonder she never stops even to rest,"
The little boy thought; but the robin knew best;
And, if she was weary, 'twas not very long,
Or she could not have sung such a sweet, cheerful song.

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IV.

The little boy watched her with patience, each day,
Until she no longer kept flying that way;
And then, pretty soon, ah! what did he see?
Four little blue eggs in the nest on the tree.

V.

The boy did not take them; but, ah! by and by,
There came from the nestlings a weak, tiny cry,—
Such sweet little tones he had ne'er before heard,
And he guessed that they came from a dear little bird.

VI.

The boy guessed aright; for there, by and by,
The old bird was teaching the young ones to fly;
For she knew the cold winter would come, and that they
To a warm, sunny country, must soon fly away.

VII.

The little boy learned, and so may all we,
A lesson of profit from the bird on the tree:
He learned that, whatever our hands find to do,
We must patiently toil till our labor is through.

VIII.

That little by little, and so every one
Should toil at his task till his work is all done;
And that, though the labor be tiresome and long,
We can make it quite pleasant by a sweet, cheerful song.
So the little boy acted on this noble plan,
And he grew up to be a wise and good man.

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LESSON LXXII.

A WATER-SONG.

ADDRESSED TO CHILDREN.

1. Each flower holds up
A dainty cup,
To catch the rain and dew;
The drink of flowers,
That comes in showers,
Is just the drink for you.

2. The stars so bright
That gem the night,
In the round heaven so blue,
Fling down their beams,
Upon the streams,
Which flow with drink for you.

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3. The nightingale,
Which charms the vale,
From yonder fountain flew,
The song-birds' drink
Should be, I think,
The drink for birds like you.

LESSON LXXIII.

WITH' IN, inwardly.
FRAUGHT, full; replete.
FULL' Y, entirely.
TRUST, confide.

DAN' GER OUS, perilous.
SERVE, worship.
HEAV' EN LY, celestial.
E TER 'NI TY, endless duration.

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THE CHILD'S PRAYER.

1. FATHER, hear me from above,
Guard me with Thine arms of love;
Keep me safe from every sin,
Pure without, and pure within,
Let, oh let no evil word
From my lips be ever heard!
Let, oh let my heart be fraught
With no vain or idle thought!,
Keep my soul from folly free;
Let me fully trust in Thee.

2. Help me to be kind and true,
Gentle, pure, and faithful too;
Guard me from the tempter's power;
Save me in each dangerous hour;
Keep me in the path of truth;
Let me serve Thee while in youth;
And when life's short dream is o'er,
Lead me to the heavenly shore, —
Where all hearts from sin are free,
Happy through eternity.

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LESSON LXXIV.

MA TE' RI ALS, substances.
LEAVE, consent; permission.
PRE PAR' ING, getting ready.
OUT' CRY, noise; clamor.
IN DUS' TRI OUS, diligent; busy.
IM' PU DENT, shameless; saucy.

QUARREL AMONG THE BIRDS.

1. LOOK! why do all the birds fly off to that old pear-tree? How *loud* they are chattering! Let us go and see what is the matter!

2. *Matter enough* there was! An industrious Blue-bird had found a snug little place in the hollow of that old

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pear-tree, and was busy in carrying sticks and wool there to make her nest.

3. A Wren saw her at work, and, while the Blue-bird was gone to seek materials, the busy little body hopped in, without as much as saying, "By your leave, Mrs. Blue-bird."

4. The Wren went to work, as fast as she could, to carry in twigs and feathers, to build her *own* nest in the snug little bedroom, which the Blue-bird was preparing for herself.

5. When the Blue-bird came back, the Wren popped her little head out of the hole, and told her she must not come in. Oh, what a *quarrel* they did have!

6. At last, the Blue-bird, finding that words were wasted on the shameless little thief, went and sat on a tree, near by, to watch her movements.

7. After a while, the Wren was hungry, and wished to go and find some dinner. She peeped out, and looked all around. But the Blue-bird, up in the

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tree, kept very still, and the Wren thought she was far off; so, away she flew.

8. The instant she was gone, the Blue-bird went into the house, and tossed out all the Wren's furniture in a hurry. You never saw any thing done quicker than she did that business!

9. When the Wren came back, you may be sure they had *another quarrel.* They made such an outcry, that all the birds in the neighborhood heard it, and went to see what they were doing.

10. They all agreed that the Wren was an *impudent little thief.* They called her all *manner* of bad names, and told her she ought to be *ashamed* of herself.

11. This made her very angry, and she went off scolding every body, at a great rate. They told her not to come back into their neighborhood again. But she had the last word; of that you may be sure.

12. And (would you believe it?) the

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very first time the Blue-bird went to get something to eat, *in* the Wren went with twigs, and began to build her nest again. But, while she was gone for feathers to line it, the Blue-bird came back, and pitched all the bedding out of doors.

13. Then they had a *worse battle* than ever. But the Wren got into the bedroom again, and would not allow the Blue-bird even to set her foot in her own entry.

14. All the birds in the neighborhood cried, "*Shame! shame!*" But the Wren told them she did not care a *berry* what they said, and they might go home and mind their own business.

15. Thus it seems that even *little birds* as well as *little folks*, sometimes get to *quarreling* about their rights. But children should be careful not to do any thing unto others, which they would not like to have others do unto them.

QUESTIONS. — 1. What did the Blue-bird and Wren quarrel about? 2. Which had the best right to the nest?

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LESSON LXXV.

SE′CRETS, things unknown.
HUE, tint; color.
GAUD′Y, gay; showy.
DIL′I GENT, industrious.
HUR′RI ED, hastened.
AF FAIRS′, business; concerns.
SIM′PLY, merely.
HOME′WARD, towards home.

SECRETS OF NATURE.

1. DEAR little squirrel! won't you tell
How you can pick a nut so well,
With no hammer to break the shell′?
The squirrel answered not at all,
But slipped into the old stone-wall.

2. Beautiful butterfly! I wish I knew
Who gave those silken wings to you,
And painted them with every hue!

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'Tis useless to ask the gaudy things
How they came by their painted wings.

3. Diligent bee! I *must* ask you
How you make cells so neat and true,
And draw from flowers clear honey dew?
The busy bee buzzed no reply,
But with his load he hurried by.

4. God's little creatures, ev'ry one,
Know how their own affairs are done,
And what to seek and what to shun;
But they can't *teach us* to make a nest;
Nor could we *learn it*, do our best.

5. There's much that we can never know,
Of things above and things below;
Simply because God *wills* it so.
How angels live, there's none can say;
Nor how bees homeward find their way.

6. We only know that God above,
Who formed the eagle and the dove,
Created all with wisest love;
And gave due wisdom unto each,
Better than all that man can teach.

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LESSON LXXVI.

PLEAS′ ANT, agreeable.
DIF′ FI CULT, hard to be done.
TROUB′ LE SOME, vexatious.
DI RECT′ ED, told; ordered.
AT TEND′ ING, giving heed.
DI REC′ TIONS, orders.
ER′ RAND, message.
OB SERVE′, heed; notice.
HEED′ LESS NESS, carelessness.
SEEM′ ETH, appeareth.

A RIGHT WAY AND A WRONG WAY.

1. THERE is a *right way* and a *wrong way* of doing things. Now the *right way* is always the *easier* and the *more pleasant*, while the *wrong way* is always *difficult* and *troublesome.*

2. Besides, when a thing is done *wrong*, it has to be done *over* again; and it commonly takes longer to do it the *second time*, than it would to do it *right* at *first.*

3. When children do not know how to do any thing in the *best* manner, they should ask their parents or teachers to *show* them; and when they are told, they should *attend* to what has been said, and *remember* it.

4. Many a little girl has had to take apart all her work and do it over

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again, because she was not careful to *do it* as she had been directed.

5. And many a little boy, by not attending to the directions of his teacher, has had to rub out his sums, and do them over again.

6. A boy was sent to the store to buy some *indigo;* and, because he did not *observe* what was said, he forgot his errand, and bought some *starch;* so he had to go back again for his heedlessness.

7. Another boy was sent to the store to buy some *pepper* and *salt.* When he came there, he had forgotten his errand, and bought some *powder* and *shot;* for that sounded more like *pepper* and *salt,* than any thing he could think of.

8. In human life, there are *many ways* that are *wrong,* while there is only *one way* that is *right.* Solomon says, "There is a *way* which seemeth *right* unto a man; but the *end* thereof are the *ways* of death."*

* Proverbs, 14th chapter, 12th verse.

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LESSON LXXVII.

FIERC′EST, most violent.
PICK′ET, guard; sentinel.
PRO MOT′ED, raised in rank.
RE STORE′, bring back.
BE MOAN′, lament.
WARD OFF, repel; keep off.
AN NOY′, disturb; molest.
RE CORD′ED, written.

THE LITTLE SOLDIER.

1. "OH, would I were a soldier!"
Cried little Herbert Lee:
If I were only *older*,
How very *brave* I'd be!
I'd fear not any danger,
I'd flee not from the foe;
But, where the strife was fiercest,
There I'd be *sure* to go.

2. "I'd be the *boldest picket*,
Nor fear the darkest night;
Could I but see a traitor,
How *bravely* I would fight!
I'd nobly do my duty,
And soon promoted be, —
Oh, would I were a soldier!"
Sighed little Herbert Lee.

3. "But, when I'm grown to *manhood*,
This *war* will all be o'er:

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I can not join the struggle
Our dear flag to restore.
I may not bleed for freedom,
That glory's not for me;
My name will not be written,
The hero, Herbert Lee!"

4. Then answered Herbert's mother,
In tender, loving tone,
"My darling little Herbert,
You need not thus bemoan;
A *noble strife* awaits you,
'Tis even *now* begun,
And you may gain the *victory*,
If *brave* and *true*, my son.

5. You *are* a little soldier,
A *picket-guard*, my boy,
To ward off every evil
That may your soul annoy
The noblest of *all* soldiers
My little son may be,
His name in Heaven recorded,
The hero, Herbert Lee!"

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LESSON LXXVIII.

OP POR TU' NI TY, fit time.
RE SIST', oppose.
TEMP TA' TION, enticement.
HER' O ISM, bravery; courage.
EX AM' PLE, pattern.
FA' VOR ITE, one beloved.
DE CLIN'ED, refused.
IN SIST', press; urge.
IN TEG' RI TY, uprightness.
SIN CER' I TY, honesty; frankness.
DIS GRACE', dishonor.
AP PROV' ED, commended.
PRO TEC' TION, defense.

THE LITTLE HERO.

1. CAN a *boy* be a *hero'?* Of course he can, if he has *courage*, and a good opportunity to show it. *The boy who will stand up for the right, stick to the truth, resist temptation, and suffer rather than do wrong, is* A MORAL HERO.

2. Here is an example of true *heroism.* A little drummer-boy, who had become a great favorite with the officers, was asked by the captain *to drink a glass of rum.* But he declined, saying, "*I am a cadet of temperance*, and do not taste strong drink."

3. "But you *must* take some *now*," said the captain. "You have been on duty all day, beating the drum and marching, and *now* you must not refuse. I *insist* upon it." But still the

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boy stood firm, and held fast to his integrity.

4. The captain then turned to the major and said, "Our little drummer-boy is *afraid* to drink. He will never make a *soldier!*"

5. "How is this?" said the major, in a playful manner. "Do you refuse to obey the orders of your captain'?"

6. "Sir," said the boy, "I have never refused to obey the captain's orders, and have always tried to do my duty, as a soldier, *faithfully;* but I *must refuse* to drink rum; because I know it will do me an *injury.*"

7. "Then," said the major, in a stern tone of voice, in order to test his sincerity, "I *command* you to take a drink, and you know it is *death* to disobey orders!"

8. The little hero, fixing his clear, blue eye on the face of the officer, said, "Sir, my father died a drunkard; and when I entered the army, I promised my dear mother, that I would not taste a drop of rum, and I mean to keep my

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promise. I am sorry to disobey your orders, sir; but I would rather *suffer* any thing than disgrace my mother, and break my temperance pledge." WAS NOT THAT BOY A HERO?

9. The officers approved the conduct of this noble boy, and told him, that so long as he kept that pledge, and performed his duty *faithfully*, as a soldier, he might expect from them their regard and protection.

LESSON LXXIX.

VEN'TURE SOME, risky; daring.
PER SE VER'ING, persistent.
JAG'GED, rough; rugged.
NICHE, hollow; cavity.
RE LIEF', aid; assistance.
DOOM, fate; destiny.
A WAIT', wait for.
PER'IL OUS, dangerous.
PO SI''TION, situation.
TAL'ONS, claws.
ME MO'RI AL, remembrancer.
EX POS'ED, subjected.
PRE SERV'ED, saved.
RES'CU ED, delivered.

THE VENTURESOME BOY.

1. THERE was a little boy, by the name of Thomas Ettrick, who lived in the northern part of Ireland. He was a smart, active lad, and his parents were very proud and fond of him.

2. Mr. Ettrick was a poor fisherman,

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and lived in a small cabin, near the sea-shore. He had to get up early, every morning, to catch fish, and his wife went out to service in the family of their landlord.

3. Thomas was left to take care of himself so much, that, when he was twelve years old, he was more *bold* and *fearless* than most boys of his age.

4. He earned all he could to help the family, by doing *errands* for the neighbors. He had a warm heart, and was so much attached to Peter, their landlord's son, that he seemed willing to do any thing he could to please him.

5. He had heard Peter say, he wished he had a *young eagle*, and Thomas said, he would try to get one for him. He knew where there was a nest of young eagles, about half way up a rocky cliff that stood by the sea-shore; but the rocks were so steep he could not reach them from the *water* side.

6. But Thomas was a *persevering* boy, and finally hit upon a plan by which he hoped to reach the nest, and

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get one of the young eagles. So, he got a long rope, and started off, with some *other* boys, and went to the top of the cliff from the *land* side.

7. When he reached the top, Thomas tied the rope around his waist, and his companions let him down over the rocks. When they had lowered him a few yards, his courage began to fail; for, nearly two hundred feet below him, he could see the waves foaming and dashing against the rocks, and he knew, if he fell, he would be dashed in pieces.

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8. But he did not give up the *attempt.* He told his companions to let him down slowly, lest he should strike against the jagged rocks. When about *half way* down the cliff, he saw the nest, *with three young eagles in it,* and he made signs to his young friends to stop letting out the rope.

9. He swung himself into a little niche in the rock, close by the nest. The young birds made a great outcry, and he was afraid the old eagles would hear them, and fly to their relief. He caught *one* of the young eagles, and then jerked the rope for the boys to pull him up; but no notice was taken of it.

10. He pulled again and again, and called aloud to his companions to draw him up; but he received no reply. He then gave the rope a hard, sudden jerk, which drew it from their hands, and it fell on the rocks below him. He was struck with horror at the awful doom that seemed to await him, and he began to be faint and dizzy.

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11. He could not climb out of the place where he stood, without falling; and no one could hear his cry for help. He had but a narrow foothold, and he feared that when the old eagles returned to their nest, they would sweep him off with their strong wings, and hurl him upon the rugged rocks below.

12. He knew his companions would run for help; but, as it was nearly two miles to the nearest house, it would take them some time to go and return, before any help could reach him. Every minute seemed an hour; for he knew that he could not remain there long, unless some one should soon come to his assistance.

13. He knew he had done *wrong* in coming there, without the consent of his parents; and thought that the awful death that seemed to await him, was but a just judgment for his misconduct. He thought, if he could only be saved, *he would never do wrong again.*

14. He hid his face against the rocks, and prayed that God would *forgive* him,

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and *deliver* him from his perilous position. Suddenly he felt something seize him by the shoulder. He thought it was the eagle's talons. But how great was his surprise and joy, when he found it to be his own father's hand!

15. The boys had given the alarm, and Mr. Ettrick and a few of his neighbors ran to the cliff to rescue the venturesome boy. With a strong rope, Mr. Ettrick was let down in the same manner as Thomas had been, till he reached the eagle's nest.

16. He tied the rope around his son's waist, and the men on the top of the rock *drew him up.* Then they let down the rope, and Mr. Ettrick was drawn up in the same way, bringing two of the young eagles with him.

17. He gave *one of the young eagles* to Peter, and told him to keep it as a *memorial* of the dangers and hardships, to which Thomas had exposed himself, in order to obtain it for him.

18. The *other* he gave to Thomas, and told him to keep it as a *memorial*

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of that kind Providence, who had so mercifully preserved his life, and by whom he had been rescued from his perilous position.

LESSON LXXX

GOING HOME.

1. "WILL you come with me, my pretty one'?"
I asked a little child',—
"Will you come with me and gather flowers'?"
She looked on me and smiled;—
Then, in a low, sweet, gentle voice,
She said, "I *can not* come,—
I must not leave *this narrow path*,
For I am going home."

2. "But will you not?" I asked again,
"The sun is shining bright,
And you might twine a lily-wreath
To carry home at night;
And I could show you *pleasant things*,
If you would only come;"

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But still she answered as before,
"No; *I am going home.*

3. "I must not loiter on the road,
For I have far to go;
And I should like to reach the door
Before the sun is low.
I must not stay; but will you not —
Oh, will you not come, too'?
My home is *very* beautiful,
And there is *room* for you."

4. "I took her little hand in mine;
Together we went on;
Brighter and brighter o'er our path
The blessed sunbeams shone.
At length, we saw the distant towers;
But, ere we reached the gate,
The child outstripped my lingering feet,
Too overjoyed to wait.
And, as she turned her radiant face
Once more to bid me come,
I heard a chorus of glad songs,
A burst of "WELCOME HOME!"

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2 × 6 = 12	4 × 8 = 32	7 × 9 = 63
3 × 4 = 12	3 × 11 = 33	8 × 8 = 64
2 × 7 = 14	5 × 7 = 35	6 × 11 = 66
3 × 5 = 15	3 × 12 = 36	7 × 10 = 70
2 × 8 = 16	4 × 9 = 36	8 × 9 = 72
4 × 4 = 16	6 × 6 = 36	6 × 12 = 72
2 × 9 = 18	4 × 10 = 40	7 × 11 = 77
3 × 6 = 18	5 × 8 = 40	8 × 10 = 80
2 × 10 = 20	6 × 7 = 42	9 × 9 = 81
4 × 5 = 20	4 × 11 = 44	7 × 12 = 84
3 × 7 = 21	5 × 9 = 45	8 × 11 = 88
2 × 11 = 22	4 × 12 = 48	9 × 10 = 90
2 × 12 = 24	6 × 8 = 48	8 × 12 = 96
3 × 8 = 24	7 × 7 = 49	9 × 11 = 99
4 × 6 = 24	5 × 10 = 50	10 × 10 = 100
5 × 5 = 25	6 × 9 = 54	10 × 11 = 110
3 × 9 = 27	5 × 11 = 55	10 × 12 = 120
4 × 7 = 28	7 × 8 = 56	11 × 11 = 121
3 × 10 = 30	6 × 10 = 60	11 × 12 = 132
5 × 6 = 30	5 × 12 = 60	12 × 12 = 144

ROMAN NOTATION.

I = 1	XIV = 14	LX = 60
II = 2	XV = 15	LXX = 70
III = 3	XVI = 16	LXXX = 80
IV = 4	XVII = 17	XC = 90
V = 5	XVIII = 18	C = 100
VI = 6	XIX = 19	CXIX = 119
VII = 7	XX = 20	CC = 200
VIII = 8	XXI = 21	CCX = 210
IX = 9	XXV = 25	D = 500
X = 10	XXX = 30	DCV = 605
XI = 11	XXXIV = 34	M = 1000
XII = 12	XL = 40	MDL = 1550
XIII = 13	L = 50	MDCLXVI = 1666

MDCCCLXXVI = 1876, one thousand eight hundred and seventy-six.

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UNITED STATES MONEY.

10 mills	make 1 cent.	100 cents	make 1 dollar.
10 cents	" 1 dime.	50 "	" ½ "
10 dimes	" 1 dollar.	25 "	" ¼ "
10 dollars	" 1 eagle.		

LIQUID MEASURE.

4 gills	make 1 pint.
2 pints	" 1 quart.
4 quarts	" 1 gallon.
31½ gallons	" 1 barrel.

DRY MEASURE.

2 pints	make 1 quart.
2 quarts	" 1 small measure.
8 "	" 1 peck.
4 pecks	" 1 bushel.

TIME MEASURE.

60 seconds	make 1 minute.
60 minutes	" 1 hour.
24 hours	" 1 day.
7 days	" 1 week.
30 or 31 days	" 1 month.
12 months	" 1 year.
365 days	" 1 "
100 years	" 1 century.

Days of the Week.

Sunday.
Monday.
Tuesday.
Wednesday.
Thursday.
Friday.
Saturday.

Seasons of the Year.

Spring.
Summer.
Autumn or Fall.
Winter.

March, April, May — *Spring Months.*
June, July, August — *Summer Months.*
September, October, November — *Autumn or Fall Months.*
December, January, February — *Winter Months.*

COMMON OR AVOIRDUPOIS WEIGHT.

16 ounces		make 1 pound.	
8 "		" ½ "	
4 "		" ¼ "	
100 pounds		" 1 hundred weight.	
20 hundred weight		" 1 ton.	
2000 pounds		" 1 "	

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